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ABSTRACT

This teaching guide provides materials for teachers in any subject area to incorporate alcohol education into their classes. The first chapter presents information on goals of alcohol education, using the guide, and teacher's own attitudes about drinking. Chapters 2-4 are directed at teachers at the elementary, junior high, and senior high school levels. Each chapter contains student objectives and a number of activities. Information provided for each activity includes topic, grade level, objective, goals, resources, activity description, evaluation, comments or suggested changes, suggested ways to incorporate the activity into other subject areas, and necessary materials. Chapter 4 also contains a survey of student knowledge and opinions about alcohol use. Chapter 5, a special subject supplement, presents projects for these areas: art, chemistry, English, history, home economics/family living, human sexuality/family living, mathematics, and speech and journalism. Guidelines for helping students with drinking problems are found in chapter 6. Chapter 7 contains annotated bibliographies for teachers and students and a list of materials recommended for purchase. A final resource chapter suggests resource persons, presents annotations of available films, and includes evaluation forms. (YLB)

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ED208197

WHY ME?

Every Teacher's Handbook for Alcohol Education

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REGIONAL
COUNCIL ON
ALCOHOLISM

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EVERY TEACHER CAN CONTRIBUTE TO THE PREVENTION OF ALCOHOL PROBLEMS

Those of you who are not health teachers may wonder, "Why me? Alcohol education should be a part of the health curriculum in the high school."

It's time to address the misconception that the only appropriate setting for alcohol education is in the health class. Man's relationship with alcohol is a far-reaching phenomenon. There are biological, cultural, social, economic, legal, and spiritual aspects. Because the use of alcohol is so interwoven into the fabric of human systems, it is a relevant topic for study in any subject area.

The most effective manner in which to conduct alcohol education is generally agreed to be one which relates to cognitive, affective, and behavioral domains; i.e. based on students' thinking, feeling and doing. Such an orientation:

takes into account the level of maturity of the students,
is integrated into suitable areas of existing curriculum,
recognizes the psychology of learning,
avoids authoritarianism, encourages democratic participation,
seeks to establish a friendly, supportive climate in the classroom,
makes wide use of supplementary books, periodicals, films and other audio-visual aids,
permits the teacher to facilitate self-examination and discovery on the part of the students,
allows students to suggest problems, ask questions and help to determine the course of study,
encourages decision-making by students and permits the full participation of all students.

MYTHS AND FACTS ABOUT ALCOHOL EDUCATION

There are many myths about alcohol and alcoholism, but even more myths exist about alcohol education. The following are some of the most prevalent ones.

MYTH
1. If students know the facts they will not abuse alchol.

FACT
Complex decisions affecting behavior are not based on facts alone.

MYTH
2. One or two class sessions is sufficient to prevent students from drinking excessively.

FACT
The subject of alcohol use is multi-faceted and is often surrounded by misinformation, strong emotion and confusing experiences. Addressing the cognitive, affective and behavioral areas demands a greater time commitment.

MYTH
3. The only appropriate setting for alcohol education is the health class.

FACT
Man's relationship with alcohol is a far-reaching phenomenon. There are biological, cultural, social, economic, legal, and spiritual aspects. Because the use of alcohol is so interwoven into the fabric of human systems, it is a relevant topic for study in any subject area. Each teacher should be alert for the teachable moment which may occur outside of the planned unit of study.

MYTH
4. A guest speaker can do a better job than the teacher.

FACT
The classroom teacher is the key to alcohol education in the schools. One part of a well designed unit plan can be a presentation by a guest speaker. Knowing the students, however, makes the teacher the person who is best able to be the alcohol educator.

MYTH
5. "But I don't know enough about alcohol or alcoholism to teach it effectively!"

FACT
This statement is another expression of the sentiment behind the previous myth. The underlying assumption is, "Someone else can do a better job." Teachers must realize that their role in alcohol education is not to serve as an "alcoholism expert" dispensing only facts to students, but to serve as a facilitator for decision-making. This requires the teacher to go beyond the facts and help students explore their own attitudes, values, and feelings about drinking-related behavior. Alcohol education is not simply a process of learning about alcohol.

MYTH

6. A "don't drink" message is the only choice teachers can present to their students.

FACT

The negative message has not been effective in controlling abuse. The role of the teacher is to encourage students to examine alternatives and consider the consequences of their decisions. Alcohol education should prepare the student to handle others' drinking-related behavior. Students should learn how to behave around someone who is intoxicated. Alcohol education goes beyond a personal decision "to drink or not to drink."

MYTH

7. Teachers have failed as alcohol educators if their students choose to drink.

FACT

It is unrealistic for teachers to expect that all of their students will not experiment with alcohol. The alcohol educator will have been successful if students, when faced with a choice in a real-life situation, will choose not to drink at all or base decisions on awareness of personal and social consequences. The teachers must realize that the classroom experience is only one source of influence on the students' decisions.

MYTH

8. Clarifying values and expressing feelings, a strictly affective approach, is sufficient to prevent future alcohol problems.

FACT

Responsible decisions are best made through a combined process of acquiring facts, exploring feelings, clarifying values, acting effectively on the decision and reacting to the consequences. Alcohol education requires a mixture of cognitive, affective and behavioral strategies.

MYTH

9. The time to teach about drinking is when the students approach a legal drinking age or, at the very earliest, junior high school.

FACT

Children are exposed to drinking at a very early age. Attitudes toward alcohol are formed long before actual use of alcohol begins. Alcohol education in the schools is a continuous process from kindergarten through twelfth grade.

MYTH

10. Teaching children about alcoholism alone will prevent them from becoming alcoholics.

FACT

Alcoholism is an illness characterized by a particular type of drinking. Most people who drink do not become alcoholic. Children need to learn about alcohol, its use and abuse, as well as about the illness of alcoholism. However, learning is not synonymous with preventing. If we assume, as many researchers do, that there are physical factors in the development of the illness, education cannot hope to prevent youngsters who are physically predisposed toward alcoholism from later becoming alcoholics. Nevertheless, learning about the illness at an early age may mean that they will reach out for help earlier.

MYTH

11. Alcohol education in the schools will, by itself, prevent excessive drinking.

FACT

Classroom alcohol education is only one method of prevention. Others include government policies affecting the manufacture and sale of alcoholic beverages, legislation governing the abuse of alcohol and changing social norms regarding the use of alcohol.

WHAT ARE THE GOALS OF ALCOHOL EDUCATION?

1. To increase the likelihood that students' drinking-related behavior* is personally and socially constructive in a drinking society.
2. To assist the students in their development of a thoughtful approach to making conscious decisions about the role alcohol will play in their lifestyle. This includes present and future decisions about:
   a. personal use or non-use of alcohol.
   b. (for future drinkers) quantity, frequency of drinking occasions, type of alcoholic beverage to be used, consumption rate, etc., weighed against the limits on drinking that should be considered in view of a particular physical setting or emotional state.
   c. personal attitudes and behavior toward use and non-use of alcohol by others.
3. To acquaint students with the conditions which affect all types of drinking-related behavior, including the pattern of drinking that is characteristic of the illness of alcoholism.
4. To motivate the student toward productive personal and political action in regard to alcohol-related problems among his family, friends and community.
5. To promote present and future self-directed learning of students about alcohol use, abuse, and alcoholism.
6. To encourage students to practice a variety of non-chemical alternative methods for satisfying their basic human needs.

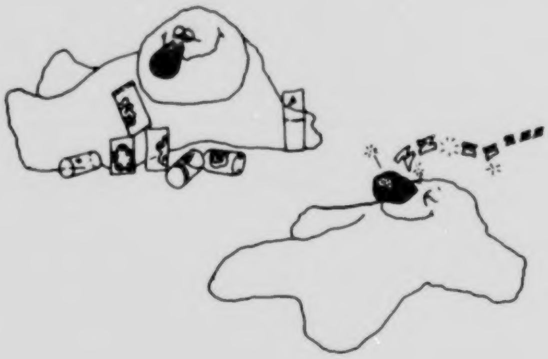
The goals of alcohol education are not, as some persons believe, to dissuade students from drinking; to encourage decision-making in the narrow sense of a personal decision to drink or not to drink; or to teach students about alcoholism, alone.

---

*Refusing a drink constitutes "drinking-related" behavior. Similarly, the manner in which a non-drinking adolescent relates to the drinking of other adolescents or adults is also an example of "drinking-related" behavior.

BELIEFS WE WISH EVERYONE ACCEPTED

1. It is not essential to drink.
2. Although drinking is an "adult behavior" in our culture, the act does not confer automatic "adult" status.
3. Drinking (excessive or otherwise) does not enhance one's masculinity or femininity.
4. Alcoholism is a treatable illness which can afflict anyone, regardless of drinking experience, sex, cultural heritage, or socio-economic status.
5. Drinking to the point of intoxication is not socially acceptable. It should be avoided and not condoned in others.
6. Alcoholic friends and family members should be helped, not ignored. (See *I'll Quit Tomorrow* or *The Booze Battle* for sound advice).
7. No type of drinking is completely safe, but there are practices that are associated with lessened risk of present or future health impairment.
8. The responsibility for the promotion of health practices in relation to alcohol use lies with the individual, family, and community.



9. Moderate drinking under certain safety and health restrictions is socially acceptable. (71% of U.S. adults consider themselves users of alcoholic beverages.).
10. A person can be alcoholic and "only" drink beer. Beer has less alcohol volume than distilled spirits, but it still is an alcoholic beverage. One 12 oz. can of beer has the same amount of ethyl alcohol as a shot of 100 proof liquor.
11. Alcohol is a drug that acts pharmacologically like a depressant on the central nervous system.
12. The use of alcohol as a tranquilizer for stress resulting from life problems is a high-risk type of behavior.
13. Any use of alcohol should ideally enhance life, health, and dignity.

14. The application of alcohol information to daily living is guided by values and previous experience. Information may be in conflict with these sources of influence.
15. Drunkenness should not be considered funny. Laughing at an intoxicated person means one is ridiculing or approving the behavior.
16. Nine out of ten drinkers are **not** alcoholic.
17. People who serve alcohol are responsible for the effect of that beverage on the safety and well-being of their guests.
18. Those who abstain from drinking alcoholic beverages should respect the right of others to drink, as long as it is done in a moderate and controlled manner. Those who drink alcohol should respect the decision of others to abstain from alcoholic beverages.

19. Alcoholism is not diagnosed by the quantity consumed. Alcoholism is not simply "drinking too much." The meaning of and manner in which a person uses alcohol is more significant when diagnosing the illness, than the quantity.

20. A drinker can control only the rate at which alcohol is taken into the bloodstream. He/she cannot speed up the rate at which it is eliminated from the body. There is no quick way of "sobering up." It takes the body about one hour to metabolize the alcohol in one mixed drink, one bottle of beer or one glass of wine.

21. Behavior and attitudes in regard to alcohol influence others, especially children.

22. Tolerance to the effects of alcohol can fluctuate. Some factors which affect tolerance are physical condition, body weight, use of other drugs, previous drinking experience, setting, emotional state and expectations for the experience. What may be a "low-risk" amount one day may be a "high-risk" amount of alcohol the next.

23. Alcoholic persons are people who have a chronic illness. They are not simply "weak-willed" or "morally degenerate."

24. Although alcohol abuse may be stimulated by some form of emotional problem, the addiction to alcohol (i.e. alcoholism) cannot be treated successfully by the patient's gaining insight into the reasons why he began to abuse alcohol originally. Alcoholism is not a symptom, it is a primary condition.

THE WAY WE WISH WE WERE

*Constructive drinking-related behaviors for the present and/or future**

Students will, on a personal level:

Abstain or drink moderately in a supervised home setting so as not to adversely affect their:
  a) physical/mental health
  b) family life
  c) interpersonal relationships
  d) school/job performance

Abstain completely when planning to perform a skilled activity such as driving a car (requires quick decisions).

Refuse to ride with a driver whose driving ability has been impaired due to alcohol use.

Base their own decisions to abstain on sound reasons. Don't expect to discourage others from drinking by using guilt or fear.

Develop a sensitivity to their own safe limit of consumption and respect this limit. They will also be aware that this limit can be lower than usual under certain conditions.

Seek information or help if they (or someone close to them) have a drinking problem.

Students will, on an interpersonal level:

Support and advocate:
  a) quality treatment for alcoholic persons in their community
  b) development of appropriate alcohol-related legislation
  c) enforcement of laws controlling the sale and manufacture of alcoholic beverages.

*The guidelines which relate to moderate drinking are intended to apply to students once they have reached the legal drinking age.

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Reinforce drinking-related behaviors in others that are constructive on a personal and social level.

Refrain from glorifying someone who can drink a lot.

Communicate disapproval (but not moral condemnation) of drunken behavior, since drunkenness is neither healthy, humorous nor safe. Excusing unacceptable behavior just because someone has had "too much to drink" serves no purpose; accepting drunkenness only rewards alcohol abuse.

Respect another's decision about alcohol use so long as it represents a constructive drinking-related behavior.

As a host or hostess:

a) do not feel compelled to provide alcoholic beverages on every occasion.
b) feature activities other than drinking (drinking should not be the feature attraction of any gathering).
c) respect a guest's choice to abstain (refrain from "pushing" drinks).
d) always serve alcoholic beverages with food (food slows the rate at which alcohol enters the blood stream).
e) serve interesting non-alcoholic beverages (e.g., a fruit punch).
f) serve high-protein foods with drinks rather than salty snacks which increases thirst and thereby increase drinking.
g) serve alcoholic beverages in settings that are pleasant and relaxed, not crowded and noisy.
h) place alcoholic beverages on the same table as the food (this will encourage guests to eat while drinking).
i) measure drinks rather than letting over-enthusiastic guests pour their own.
k) serve beverages with lower percentages of alcohol (e.g., 80 proof instead of 100 proof, liquor or wine instead of distilled spirits)
l) provide safe transportation or over-night accommodations to guests who, despite your best efforts, have become intoxicated.

HOW TO USE THIS BOOK

1. Remember that the subject of alcohol use and abuse is complex, often surrounded by very strong emotion, ignorance and misinformation.
2. Examine your own attitudes – refer to "My Attitudes About Drinking."
3. Determine what the students already know (or think they know). Assess their knowledge and attitudes and begin where they are.
4. Recognize that alcoholism is a chronic, progressive, treatable illness and know the early warning signs.
5. Look at the diversity of students' aptitudes in your classes. To individualize instruction consider adapting activities listed in other grade levels for your students. The teacher can best judge what is meaningful and appropriate.
6. Mark the evaluation grids on each activity page for your own reference.
7. Use the Alcohol Education Evaluation in the Resource section for your comments and suggestions. We are interested in keeping the book current, usable and relevant. Your suggestions are very valuable. Please return the completed review page to:

   Educational Consultants
   Regional Council on Alcoholism
   3101 Euclid Avenue – Suite 707
   Cleveland, Ohio 44115

8. Your educational consultant in each region of Ohio can serve as a resource person to you in implementing alcohol education in your school and acquainting you with treatment facilities in your area. See page 193 for the address of the office nearest you.

MY ATTITUDES ABOUT DRINKING

Bring Them out of the Closet

It is vital to the success of your alcohol education classes to be conscious of your own attitudes about drinking and to share them with your students. Telling your students your biases at the outset will increase your credibility. Your attitudes about drinking, despite your efforts to the contrary, will be evident anyway. Thus, the problem facing educators is not whether to share their attitudes with students, but how to share them. This should be done in ways that will enhance rather than hamper the student's decision-making.

Some teachers fear that making explicit their own attitudes towards drinking will prejudice their students' thinking. It has been the experience of the authors that this is not the case. Much more damaging to the spirit of open inquiry necessary for the alcohol education process is feigned objectivity on the part of the teacher. Students realize that you do have personal opinions, no matter how neutral you try to be. Thus, it is neither necessary nor desirable to keep them a secret.

The teacher who adopts the guise of complete neutrality (even under students' pressure to take a stand) is frequently prone to express his/her attitude in many less-than-explicit ways that confuse and frustrate students. Here are a few examples:

1. Reinforcing his/her own attitude when it is expressed by a student in a class discussion.
2. Being sarcastic or condemning of a student's attitude which differs from his/her own.
3. Unduly challenging students to justify their positions on a drinking issue.
4. Posing closed questions such as, "Why is it wrong for a person to drink?" instead of an open-ended question, "What opinions do you have about drinking?"
5. Controlling class discussions so that abstinence values are emphasized. An open class atmosphere is created by welcoming all students' attitudes non-judgmentally. An accepting atmosphere is less likely to promote or provoke the student who wants to play Devil's advocate.

Sharing your own values with students helps to create an open atmosphere in the class by 1) setting an example of self-disclosure for the students, 2) making it unnecessary for students to waste their energy wondering about their teacher's real attitudes about drinking, and 3) giving the students the message that the teacher's job is not to "teach" them to adopt his or her values, but to help them define their own. Students expect the teacher to push the value of abstaining by pointing out only the negative aspects of drinking. Teachers can increase their credibility by including what many Americans feel are the positive aspects of drinking.

The following statements will help you become aware of your attitudes toward different types of drinking. Read the statement then check the box which represents your stand.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. It is all right to laugh with friends the next day about their drinking exploits.	☐	☐	☐	☐	☐
2. Guests slight their host's hospitality by declining the offer of a drink.	☐	☐	☐	☐	☐
3. Using alcohol to relax once in a while is acceptable.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
4. Drinkers are usually more outgoing and fun to be around than people who don't drink.	☐	☐	☐	☐	☐
5. Drinking alcoholic beverages is unhealthy.	☐	☐	☐	☐	☐
6. It is safe to drive a car after you've had a few drinks as long as you feel you can handle it.	☐	☐	☐	☐	☐
7. An effective way of minimizing future drinking problems is for parents to serve alcohol to their children for special celebrations and/or rituals.	☐	☐	☐	☐	☐
8. No one under 18 should drink alcoholic beverages.	☐	☐	☐	☐	☐
9. It's uncomfortable to be around someone at a bar or a party who has had too much to drink.	☐	☐	☐	☐	☐
10. Calling someone an alcoholic is a great insult.	☐	☐	☐	☐	☐
11. It is more disgusting for a woman to be drunk than a man.	☐	☐	☐	☐	☐
12. People around the alcoholic should wait until he/she decides to seek help.	☐	☐	☐	☐	☐

WHAT WOULD YOU DO IF?

A student asks if you drink. . . .

This question affords a good opportunity to be a role model regardless of the motivation behind the question. Give an honest answer to the question with whatever explanation you want to include, but avoid being defensive about it. Students often assume that your job is to persuade them not to drink. The question may be prompted by honest curiosity or a need to be provocative.

Students share, with the teacher or in the classroom, personal family problems involving drinking and are looking for answers. . .

This is a touchy situation. The first thing the teacher must understand is the strength that student showed in opening up a difficult situation. Avoid being judgmental. A guideline would be to react to the student, rather than the statement. "I know how difficult it must be for you to talk about this," is a supportive response. The student must know that together you will work out a plan for help. Perhaps a referral must be made to a school or community resource. (See p 176, Guidelines For Helping Students with Drinking Problems.)

A student takes on the role of Devil's Advocate.

This may be a disguise to cover strong feelings. Is this typical behavior for this student? If it is not, try to get the student to verbalize and explore his attitudes and behavior. If it is typical behavior, be consistent with the responses you usually give in this situation.

A student in your class has obviously been drinking.

Here are three critical elements your response should include:

1. Don't ignore. Comply with the school policy covering this situation, but inform the student of your intention.
2. Be prepared for the student to deny or minimize. Point out that the student's **observable behavior** is unacceptable.
3. Express your concern and willingness to assist in getting help.

A co-worker in your building has a drinking problem.

This can be a very sticky situation depending upon your relationship to the person. No matter what your relationship, there are action steps:

1. Examine the source of your own attitudes toward alcohol.
2. Learn about the illness, alcoholism, and its warning signs.
3. Avoid making a diagnosis but show concern, relating it directly to specific situations; e.g., chronic tardiness, frequent absences, mood changes, fatigue.
4. Know community resources for help with drinking problems.
5. Avoid keeping silent because you want to be polite. This will enable the illness to progress and will hurt rather than help your colleague.

See also: "The Last Bell Is Ringing" by Robert Russell.
Available through Hazelden Literature Department, Box 176, Center City, Minnesota 55012.
Phone: (800) 328-9288
Cost: $1.00

GROUNDRULES

OTHERS
SPEAK FOR YOURSELF
RESPONSIBLE FOR OWN LEARNING
VALUING YOUTH
AVOID PUTDOWNS
YOU HAVE THE OPTION TO PASS
EXPECT UNFINISHED BUSINESS

16

Ground Rules for Valuing

The ground rules poster presents several guidelines that are intended to help the group develop an "environment" that helps people discuss value decision-making and acting. It is hoped that they will help the group build trust and increase the chances of sharing things with each other which are important or valuable.

The leader or facilitator should present these ground rules to the group early in the life of the group so that they are out in the open and through discussion (and adding others) they become the property of the group rather than the leader. The group will begin to get involved in evaluating itself and calling itself back to these ground rules if they are in front of the group.

Accept Others

— Each person has a right to say what they think, accept what they say as what they feel or think.
— Listen to each other and show respect for each person. You do not have to agree with someone to accept them and show respect for them.

Speak For Yourself

— Say what you think or feel. But don't try to speak for me.
— Avoid phrases like "we..." "people always..." "I'm sure you agree that..."

Avoid Put-Downs

— Verbal put-downs hurt people — even when they laugh and appear to not be bothered. Put-downs are often contagious and get thrown back. The game builds up.
— If people think they might be put-down they hesitate to share personal feelings and ideas, especially if they vary from the group norms or expectations. This can mean a lot of value discussion will be held back if you don't avoid put-downs.
— Non-verbal put-downs also hurt. These can include facial expressions, gestures, side conversations, etc.

You have the Option to Pass

— In value discussions everyone participates. But everyone does not have to share their thoughts or feelings on every question. Sometimes a question has very different meanings for different people.
— If people feel they are free to pass they often feel freer to choose to participate at their own level rather than in ways they think others expect them to.

Responsible for Own Learning

— Each participant in the group will learn something different from each session. Each person will learn as much or as little as he or she chooses to learn. The leader's job is to provide an environment in which the participant can learn.
— Learning occurs when the learner is ready. An answer to a question is most relevant when the question is being asked.

Expect Unfinished Business

— Be comfortable with the idea that valuing is an ongoing business.
— One goal is to help participants learn valuing skills. Skills are learned by practice. Practice is never finished.
— Often members of the group are stimulated to continue discussion after sessions. It is okay to end a session with questions still hanging.

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OBJECTIVES FOR ELEMENTARY SCHOOL STUDENTS

1. Clarify and extend their understanding of and attitudes toward drinking-related behavior that they encounter in their lives, particularly, how someone else's drinking might affect them directly.
2. Develop skills and attitudes that assist them to deal more contructively with their problems and concerns, including those related to alcohol.
3. Develop clear and responsible attitudes and values regarding their interactions with others.
4. Acquire the attitude that alcohol is neither "good" nor "bad", but it can be used in ways that are harmful and in ways that can enhance health.
5. Learn that the alcoholic is not a "bad" person, but someone who has an illness and needs help.
6. Gain basic knowledge of alcohol as a legal, socially-accepted drug that affects the brain and the other parts of the body in ways that influence behavior.
7. Understand the harmful consequences of drinking that some people experience as well as the pleasurable outcomes experienced by others and the reasons for each.
8. Become self-directed learners who will consult several sources of information and attitudes (e.g. parents, teachers, siblings. peers, magazines, television, etc.) to discover answers to their questions and concerns about alcohol and drinking-related practices.

Regional Council on Alcoholism
TOPIC: SELF-IMAGE – The Little Toadstool Who Hated Rain:

PAGE: 15
GRADE: K – 1

Ready

The student will increase awareness of own and others' feelings and practice various ways to express them.

Set

I will use this activity to help students:

X *develop self-concept*
___ *improve decision-making ability*
___ *clarify attitudes and values*
___ *increase knowledge*
X *improve communications*
___ *learn or improve health skills*
X *develop social responsibility*
___ *other (please designate)*
___

Go

RESOURCES

Story, "The Little Toadstool Who Hated Rain"

Magazines

Face Outlines

Magic Box

ACTIVITY

I have feelings
So do you
Let's explore
Just a few. . . .
Sometimes I'm happy,
Sometimes I'm sad,
I get frightened
And oh, so mad.

It's good to share
Our fears and joys
To learn we're just like
Other girls and boys.

The teacher has cut out from magazines a series of pictures showing strong feelings. The teacher introduces each picture and asks the students to identify the feeling shown. The teacher prints the feelings on the board.

The class is divided into small groups and each group is secretly given one of these feelings to pantomine. When they have done this, the other class members must guess which feeling has been portrayed. When this is guessed correctly a feeling face is sketched in the outline. (See following page).

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORTE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

"Sing"

Words and music by Sue Raposo. Recorded by The Carpenters, A&M Records.

SOCIAL STUDIES

Persons in families need one another.
They share the work and play together.
They learn from each other.
They talk about their feelings
As they care for each other.

MAGIC BOX

Have a magic box into which students can place objects that are used in the home (See box titled OTHER).

ART

After the groups pantomine feelings sketch feeling face in outline (see activity p. 17)

SPELLING

Mad Sad Happy Afraid Brave

Fill in the missing word.

1. John has measles and can't go swimming. He feels ____.
2. Sue's good friend came to the house to play with her. She feels ____.
3. Karen's little sister saw a picture of a dragon. She began to cry because she was ____.
4. When Harry first learned to jump from the diving board his father said that he was ____.

MATH

1. John has 5 airplanes. His mother gave him 2 more airplanes for his birthday. How many does he have now? ___ How does he feel now? ____
2. Sally had a beautiful tea set. She had 6 tea cups. Her baby brother broke 2 cups. Sally felt ____ because she only had ___ cups left.

SCIENCE

SPELLING (continued)

5. Richard's brother hid his ball and won't tell him where it is. Richard feels ____.

READING

"The Little Toadstool Who Hated Rain"

LANGUAGE ARTS (oral discussion)

Old magazines are available for each child to cut out pictures for his own feeling chart. Ask the child to express verbally the feeling shown and the teacher can print the caption. Each child then discusses with another student his feeling chart.

21

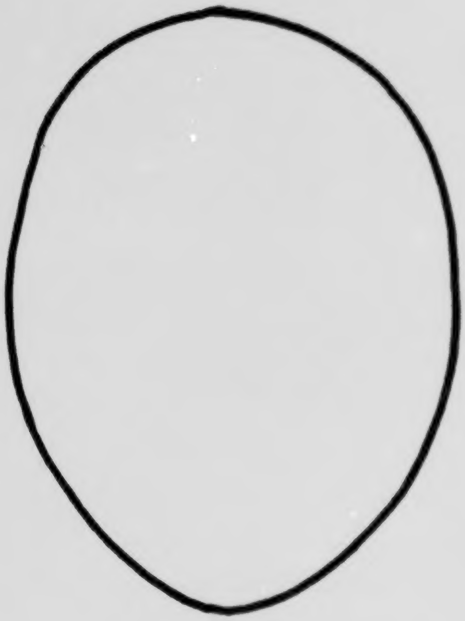
LANGUAGE ARTS (drama and role-playing)

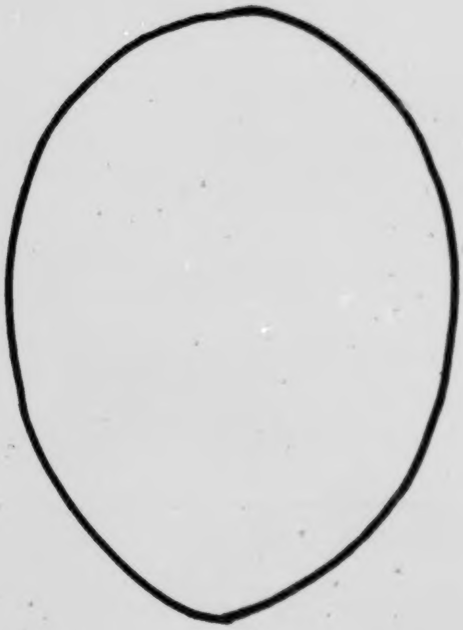
OTHER "Magic Box (continued)

as they work and play together. Let pupils take turns selecting an object from the box, describe how it is used and how he might feel using it. (Examples – bandaids, checkers, pliers, dishtowel). Write the feelings on the board.

22

FEELING FACES





HAIR CAN INDICATE MOOD OR FEELINGS AS WELL AS FEATURES!

"THE LITTLE TOADSTOOL WHO HATED RAIN"

by Jeanette Telford, Regional Council on Alcoholism

Once there was a little toadstool named Teddie who lived in a rain forest. The only problem with this was that Teddie hated rain.

"Oh dear," cried Teddie. "It's raining again and I'm soaked. I really have to do something about this. I just can't stand to be rained upon," he said, sneezing loudly.

Just about that time his friend, Freddie Frog, hopped up to him and sat down.

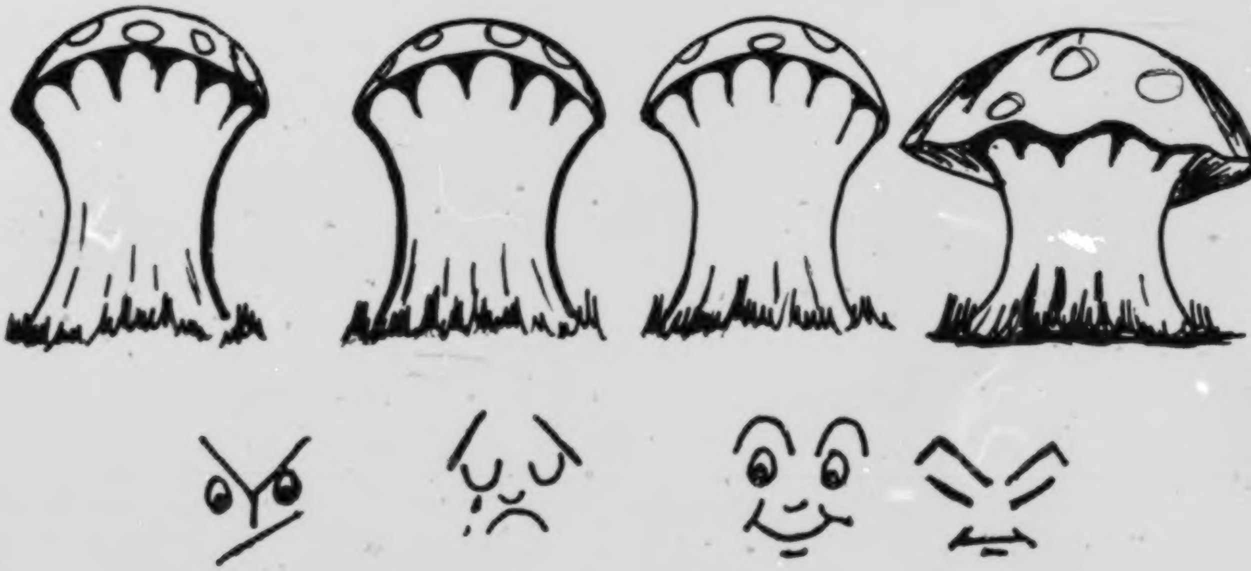
"What's wrong Teddie, you look so sad. Don't you feel well?" Freddie asked.

"It's this awful rain," Teddie said, sniffing. "I stay wet all the time and I always have a cold. I'm going to think of a way to get out of this rain if it's the last thing I do, and I will think and think until my head pops if necessary."

"Well," Freddie said, "I wish I could help you but I live in the pond over there and I stay wet all the time, so I really don't know what to tell you to do, but I hope you think up an answer soon."

So Teddie thought and thought, and sneezed and sneezed until an amazing thing happened. His head really did pop, and it grew and grew until it looked just like an umbrella. So now you know why little toadstools look like little umbrellas, and why Teddie is now very happy and very dry.

Use the following lines to fill in the many faces of Teddie the Toadstool, showing his many feelings during the story.



ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: DECISION-MAKING/COPING – Johnny Dare Me

PAGE: 19
GRADE: K – 1

Ready

Student will be able to identify peer influence on own feelings, behavior and decisions. He/she will be able to list ways of handling peer influence.

Set

I will use this activity to help students:

- ____ *develop self-concept*
- X *improve decision-making ability*
- X *clarify attitudes and values*
- ____ *increase knowledge*
- ____ *improve communications*
- ____ *learn or improve health skills*
- X *develop social responsibility*
- X *other (please designate)* *develop coping skills*

Go

RESOURCES	ACTIVITY	EVALUATION
Story, "Johnny Dare-Me"	Read "Johnny Dare-Me" story on the following page. **Discussion** 1. What did Johnny's friend tell him to do? 2. What were Johnny's choices? 3. Why do you think Johnny listened to his friend even though he knew he would get into trouble? 4. Why do you think Johnny didn't scribble on the drawing the last time? 5. How do you think the friend felt about Johnny when he didn't scribble on the drawing? 6. How do you feel when you don't think anyone likes you? How do you feel when one of your friends won't do something you want them to? 7. What can you do if your friends tell you to do something you don't want to do or you think is wrong to do? 8. Have children role-play the story showing alternative ways Johnny might handle the situation. Role-play examples of peer influence often occurring in the classroom.	**COMMENTS OR SUGGESTED CHANGES** *Teacher evaluation of activity.* *Please circle:* 5 Wow! 4 Above Average 3 Average 2 Below Average 1 Ugh!

SUGGESTED WAYS TO INCORPORTE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION Play Simon Says. How does what we see others do affect our actions?	**MUSIC**	**SOCIAL STUDIES**
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING**	**READING**
LANGUAGE ARTS (oral discussion) Tell another ending to the story.	**LANGUAGE ARTS (drama and role-playing)** Give a situation and ask chilcren to role-play positive and negative peer influences, e.g., "Mary has a new pair of red shoes." Discuss how peers may influence Mary's wearing her shoes.	**OTHER** ______________________

JOHNNY DARE – ME

This is a story about Johnny Dare-Me. He was (5, 6, 7) years old. He lived in a house a lot like yours. Johnny had one friend with whom he did everything - - but, you know what? Johnny was always getting into trouble. The first time I met Johnny was the first day of school. I found him running and pushing and knocking down the other kids coming to school. Johnny said his **friend** told him to do it. Johnny and I had a long talk about the kinds of things he could do at school and the kinds of things he couldn't do. He agreed not to run and push anymore because it isn't safe.

But, a little while later, I found him knocking down block buildings which belonged to other children. It turned out that he was dared to do it by his so-called friend. Another time, Johnny landed in the nurse's office after his friend dared him to drink some whiskey and it made him sick. Johnny kept getting into trouble. thanks to his friend, because he always did whatever his friend said.

Then one day I heard someone tell Johnny to start thinking for himself and stop listening to his friend. Later that day, Johnny came to me and told me his friend had told him to go and scribble on someone else's drawing and he didn't do it.

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: COPING – Responsibility Doors
PAGE: 23
GRADE: K – 1

Ready

The student will be able to identify and practice various ways of helping.

Set

I will use this activity to help students:

______ develop self-concept
______ improve decision-making ability
______ clarify attitudes and values
______ increase knowledge
______ improve communications
______ learn or improve health skills
__X__ develop social responsibility
__X__ other (please designate)
develop coping skills

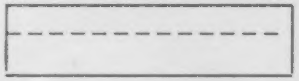
Go

RESOURCES

Drawing paper, crayons, scissors

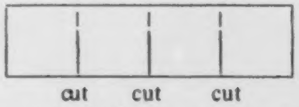
ACTIVITY

1. Discuss with class what is meant by responsibility. Why is responsibility important? Is it important to be helpful? What kinds of responsibilities do you have?
2. Have children fold long paper in the middle:



3. Fold paper the other way first in half, then in half again. Unfold.

4. Cut one half of the paper on three folds to center line (to form four doors).



5. Have children decorate doors as they choose and under each door draw a picture of someone they could or do show responsibility to, i.e., pets, younger children, someone who is hurt, classroom of peers, etc.
6. Share with group and discuss what each responsibility is and how you help someone by carrying out your responsibility.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORTE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Discuss the responsibilities of various people in the community – doctors, nurses, teachers, custodians, parents, etc. How do they help us? What might happen happen to us if they neglected their responsibilities?
ART	**SPELLING**	**MATH**
SCIENCE Have each child in class plant a seed and care for it. What happens if they carry out their responsibilities for watering, etc.? What happens if they don't?	**WRITING** Make a class chart of "Ways We Help."	**READING**
LANGUAGE ARTS (oral discussion) Tell a story about what might happen if you didn't carry out your responsibility.	**LANGUAGE ARTS (drama and role-playing)** Children pantomine job or responsibility they have at home and classmates try to guess it.	**OTHER** ____________________

Regional Council on Alcoholism
TOPIC: COPING – Likes and Dislikes.

PAGE: 25
GRADE: 2 & 3

Ready

Students will understand that there is a relationship between choosing certain foods and dealing with negative feelings.

Set

I will use this activity to help students:

- __X__ *develop self-concept*
- _____ *improve decision-making ability*
- _____ *clarify attitudes and values*
- _____ *increase knowledge*
- _____ *improve communications*
- _____ *learn or improve health skills*
- _____ *develop social responsibility*
- _____ *other (please designate)*
- __X__ *develop coping skills*

Go

RESOURCES	ACTIVITY	EVALUATION
Magazines, scissors, paste, etc.	1. Begin by asking students to think about their most liked and disliked foods, beverages, etc. 2. Have students cut out pictures from magazines of their favorites and dislikes. 3. After mounting on construction paper, ask students to write under each picture the type of feelings or the situations associated with those foods and beverages. (Birthdays, as a reward for being good, when they are sick, being punished, etc.) 4. Follow with a discussion about ways in which people use foods, beverages, and other substances to help change their emotions.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORTE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

"High Hopes"
Lyrics by Sammy Cahn
Music by James Van Heusen

SOCIAL STUDIES

ART

Ever laugh at your toes? Funny
How is it they sit at the front of your foot,
And guide exactly the way you go?
It's funny,
For without them, you wouldn't know the
way forward! Funny.
– Brian Taylor

ART (Continued)

1. Have students read poem.
2. Students then trace their feet onto paper.
3. Instruct students to write into footprints:
   a. Ways their feet help them
   b. Ways they can help their feet.

MATH

SCIENCE

WRITING

READING

LANGUAGE ARTS (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER ____________________

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: SELF-IMAGE – What Makes People Feel Good?

PAGE: 27
GRADE: 2 – 3

Ready

Student will be able to identify a variety of ways to feel good.

Set

I will use this activity to help students:

_____ *develop self-concept*
__X__ *improve decision-making ability*
__X__ *clarify attitudes and values*
_____ *increase knowledge*
_____ *improve communications*
_____ *learn or improve health skills*
_____ *develop social responsibility*
_____ *other (please designate)*
____

Go

RESOURCES	ACTIVITY	EVALUATION
Paper, crayons	1. Discuss feeling good. Do you like to feel good? Describe or show how you act when you're feeling good. Why do people want to feel good? Is it normal to feel bad sometimes, too? 2. List on board what children say makes people feel good. 3. Each child draws a picture of self doing something that makes him/her feel good. 4. Display pictures in room. 5. Try some of the activities that can be done at school. Discuss feelings . Encourage children to try some of the activities that can be done outside of school and report their feelings to the class.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Discuss ways of feeling good that might be used by children in other regions of the U.S. or world.
ART Make a collage of things that make you feel good. Make a badge showing what makes you feel good and wear it for a day.	**SPELLING** Learn to spell the words on your list of things that make you feel good.	**MATH**
SCIENCE	**WRITING** Write a story about the things that make you feel good and bad at school.	**READING** Have children bring a book from the library or home that makes them feel good and share it with the class.
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)** Role-play some situations where a person is feeling sad. What can you do to help the person feel better? How can that person help him/herself feel good?	**OTHER** ______________________

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: DECISION-MAKING – Advertising

PAGE: 29
GRADE: 2 – 3

Ready

The student will be able to list major people, institutions and processes from which he/she learns.

Set

I will use this activity to help students:

______ *develop self-concept*
__X__ *improve decision-making ability*
__X__ *clarify attitudes and values*

______ *increase knowledge*
______ *improve communications*
______ *learn or improve health skills*

______ *develop social responsibility*
______ *other (please designate)*
____

Go

RESOURCES	ACTIVITY	EVALUATION
Old magazines, newspapers, paper glue, scissors	1. Have children look through old magazines, newspapers, etc. and cut out pictures of advertisements of health-related products they would like to buy. 2. Have children glue these pictures into a collage. 3. Each child shares his/her collage with the class and tells why he/she would buy those products. Class can discuss whether they think the products are good for us. 4. List the items selected by the children according to categories: toothpastes, foods, beverages, drugs, etc. 5. **Discussion** a) How many of these things do we really need? b) Can advertising make us want things we don't really need or make us think we need them? c) Name some things you have seen advertised on TV which you want. Are they things you really need? Name some things your friends have that you want. Are they things you really need?	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC** Write a singing commercial that will interest others in learning about a product. What is it about the commercial that makes others interested?	**SOCIAL STUDIES**
ART Have children design book cover for an imaginary book or cereal boxes for an imaginary cereal. Hang them up around the room and have class secretly select the ones they'd buy or read. Discuss what feelings influenced these choices.	**SPELLING**	**MATH**
SCIENCE Make cups of unflavored gelatin. Color each a different color with food coloring. Children taste each and discuss flavor. Were they influenced by the color of the gelatin? How do feelings influence what we eat and drink?	**WRITING**	**READING**
LANGUAGE ARTS (oral discussion) Make up an ad with sound effects, etc. and tell it to the tape recorder. Play it for class.	**LANGUAGE ARTS (drama and role-playing)** Divide class into groups. Groups role-play various ads to try to convince class to buy their products. What makes class want to buy or not to buy it?	**OTHER** ______________________

Regional Council on Alcoholism
TOPIC: ALCOHOL INFORMATION – The In's and Out's of Drinking

PAGE: 31
GRADE: 4

To learn about the absorption of alcohol, the effects of body size and food.

To discover the influence alcohol has on coordination.

I will use this activity to help students:

- ____ *develop self-concept*
- ____ *improve decision-making ability*
- ____ *clarify attitudes and values*
- X *increase knowledge*
- ____ *improve communications*
- X *learn or improve health skills*
- X *develop social responsibility*
- ____ *other (please designate)*

RESOURCES	ACTIVITY	EVALUATION
"In's and Out's of Drinking" Blood Alcohol Chart Coordination Activity Film: "How Much Is Too Much?" "Know Your Limit" cards.	1. Make copies of "The In's and Out's of Drinking" and Blood Alcohol Chart. 2. Have each student draw an outline figure of himself/herself and a parent or other adult. Write approximate weights under the figures. Determine the approximate amount of water in each body and shade in the figures with pencil. In which figure will the same amount of alcohol have a greater effect? Why? 3. Using the Blood Alcohol Chart, color the horizontal bar graph showing how long drivers should wait before they drive cars after having 2, 3, 4, 5 drinks.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION See coordination activity – p. 36 Film: "How Much is Too Much?"	**MUSIC** To discover the attitude toward alcohol expressed in songs. Students and teacher collect records, lyrics and tape recordings of songs involving alcohol use. Sample songs of the past that touch on alcohol are: "Drink To Me Only With Thine Eyes" (English Ballad)	**MUSIC (continued)** "One For My Baby and One More For The Road" (Frank Sinatra) "Let's Go Get Stoned" (Ray Charles) "Copper Kettle" (Joan Baez) Many Irish drinking songs and Negro blues songs. Teacher plays a song and class reads lyrics. Class discusses attitudes toward alcohol expressed in the songs and the reasons the people described drink.
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING** Keep a written log for one week on: **What** type of exposure to alcohol was present? **When** did this occur – day and time? **Where** did it occur – television, radio, etc.?	**READING**
LANGUAGE ARTS To discover the predominance of advertising alcohol (Environmental exposure) Students were to have kept a detailed written log pertaining to their exposure to alcohol for a one-week period. (See writing activity). Examples of exposure that students and teacher can add to are:	**LANGUAGE ARTS (continued)** 1. Advertisement on television, radio and billboards. 2. Liquor trucks, stores, and bars. 3. Reference in conversations participated in or overheard 4. Drinking or seeing people drinking in reality, in movies, and on television.	**LANGUAGE ARTS (continued)** After collecting exposure reference, students read off their results to the class and total the type and number of exposures. The class then discuss what influence such exposure probably has on children, teens, and adults.

THE IN'S & OUT'S OF DRINKING
THE IN'S . . .

ALCOHOL NEEDS NO DIGESTING AND IS ABSORBED DIRECTLY THROUGH THE WALLS OF THE STOMACH AND SMALL INTESTINE INTO THE BLOODSTREAM

FOOD IN THE STOMACH SLOWS DOWN THE ABSORPTION OF ALCOHOL AND CONSEQUENTLY SLOWS DOWN THE RATE OF INTOXICATION. FATIGUE AND EMOTIONAL STATE ALSO MAY HAVE EFFECTS.

OUR BODIES ARE $2/3$ WATER

240 LB. MAN IS APPROX. 160 LB WATER

100 LB. WOMAN IS APPROX. 66 LB. WATER

150 LB. MAN IS APPROX. 100 LB. WATER

THE CONCENTRATION OF ALCOHOL, AND THEREFORE ITS EFFECT, VARIES WITH THE SIZE OF THE PERSON.

SOURCE: "ALCOHOL. DO YOU KNOW ENOUGH ABOUT IT?" ADDICTION RESEARCH FOUNDATION.

THE OUT'S . . .

BLACK COFFEE, COLD SHOWERS, WALKS AROUND THE BLOCK DO NOT MAKE A PERSON SOBER. ONLY TIME CAN GET THE ALCOHOL OUT OF THE BLOOD STREAM. THERE IS NO WAY TO HURRY IT!

ALCOHOL IS ELIMINATED FROM THE BODY AT A FIXED RATE...

WHEN ALCOHOL IS DISTRIBUTED THROUGHOUT THE BODY IN THE BLOODSTREAM, PART OF IT (ABOUT 2%) IS ELIMINATED IN THE BREATH AND URINE. THE REST MUST BE BURNED IN THE BODY LIKE FATS, SUGARS AND OTHER FOODS. ONLY THE LIVER CAN BURN ALCOHOL, AND THIS AT A FIXED RATE. THUS, ALCOHOL IS PROCESSED MORE SLOWLY THAN OTHER FOODS.

When alcohol is distributed throughout the body in the bloodstream, part of it (about two percent) is eliminated in the breath and in the urine. The rest must be burned in the body like fats, sugars and other foods. Only the liver can burn alcohol, and this at a fixed rate. Thus, alcohol is processed more slowly than other foodstuffs.

This chart indicates how long it takes alcohol to leave the body and reduce alcohol-blood level to a safe .03 percent (3/100 of 1 percent).

After THIS MANY DRINKS of Whiskey, Brandy or Gin, etc	➡ It takes this many hours for the body to burn alcohol*							
	1	2	3	4	5	6	7	8
🥃								
🥃 🥃								
🥃 🥃 🥃								
🥃 🥃 🥃 🥃								
🥃 🥃 🥃 🥃 🥃								

*Drivers should wait this many hours before they drive cars. . . . .

For 2 drinks a driver should wait at least 2 hours.
For 3 drinks a driver should wait at least 4 hours.
For 4 drinks a driver should wait at least 6 hours.
For 5 drinks a driver should wait at least 8 hours.

PHYSICIAL EDUCATION COORDINATION ACTIVITY

To discover the influence alcohol has on coordination

Students engage in physical exercises that will illustrate what some of the physical effects of alcohol might feel like and how they might influence coordination and therefore safety.

Class meets in a large hazard free area - outside weather permitting. Students break into groups. Each group conducts a series of experiments in which one member of the group spins around until he is fairly dizzy. He then tries to perform several tasks such as:

- a. catching a ball
- b. walking a straight line
- c. standing on one leg
- d. reading a sentence out loud.

Each member of the group should be tested before spinning around to see if he can perform these tasks when not dizzy. The group keeps a record of the results. When every student has spun around, the groups are given written instructions to:

1. Write a list of all the activities you would refuse or be reluctant to do while feeling dizzy.
2. Discuss and record whether you would drive a car while dizzy. If you wouldn't then.....
3. Discuss and record why you think people do drive after they become "woozy" after drinking.

Groups report test findings and discuss conclusions to class and respond to comments and criticism from class and teacher. Teacher may need to explain that many people drive after becoming "woozy" because alcohol can increase one's confidence in his/her abilities while at the same time decreasing one's ability to make judgments. In addition, the impaired reflexes and coordination resulting from intoxication are not always so obviously manifested to the drinker as is the dizziness caused by spinning.

Film: "How Much Is Too Much?" Order from Regional Council on Alcoholism

Source: Barbara Morvich, Royal View Elementary School, North Royalton, Ohio .

Regional Council
TOPIC: COPING – "Albert The Ant"

PAGE: 37
GRADE: 4

Ready

The student will consider how different personalities cope in difficult situations.

Set

I will use this activity to help students:

- ____ *develop self-concept*
- _X_ *improve decision-making ability*
- ____ *clarify attitudes and values*
- ____ *increase knowledge*
- ____ *improve communications*
- ____ *learn or improve health skills*
- ____ *develop social responsibility*
- ____ *other (please designate)*

____

Go

RESOURCES	ACTIVITY	EVALUATION
"Albert, The Ant" Cleary, Beverly: **Emily's Runaway Imagination.** N.Y.: William Morrow, '61.	Distribute copies of "Albert The Ant." Students will read the story and consider the questions asked. Read each situation and draw the correct character for each situation.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
ART	**SPELLING**	**MATH**
Illustrate the scene in "Emily's Runaway Imagination" in which Emily feeds fermented apples to the pigs so that she won't waste food.		
SCIENCE	**WRITING**	**READING**
	Write a different ending to the scene in "Emily's Runaway Imagination" in which the pigs become intoxicated.	"Emily's Runaway Imagination" by Beverly Cleary.
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________________

"ALBERT THE ANT"

by Jessica Horne, Operation Newstart

Albert the Ant lives in the forest. Albert and his friends often take long walks there. One day while Albert was strolling in the forest it began to storm. He ran into a cave for shelter and there he found friends, Lizzie the Ostrich, Maxie the Bulldog and Herbie the Chicken, who had also come in from the storm.

Albert the Ant and his friends were very happy that they were all safely out of the storm and not alone in the cave. To pass the time away, the friends decided to play games and tell jokes. They played and joked. Their merriment and laughter helped pass the time away.

Finally, Albert the Ant shouted, "I think the storm has stopped."

"I'll go see," said Herbie the Chicken. He hurried to the cave's entrance. In almost no time at all, he came screaming back, shouting and flapping his wings. "We can't get out, the wind has blocked the dorrway with sand and mud. We can't get out."

Lizzie the Ostrich, strutting around on her long legs, began screaming, "You must have gone the wrong way." She looked around, but there was no other way out. "Oh! Oh! we will never get out," she shouted. She ran to the corner and stuck her head in the sand.

Maxie the Bulldog began to growl and bark at his friends. "It's all your fault that I'm in this mess. If I hadn't listened to you I would be at home," he snapped.

Herbie the Chicken continued to run around and around the cave flapping his wings, yelling, "We can't get out." He kept running from one end of the cave to another, trying to escape.

Albert the Ant sat looking at his friends in shock. He couldn't believe his eyes. "Stop! Stop!" he shouted. "Listen to me. We must all calm down and figure a way out."

But no one listened to Albert. Albert went to the entrance. There was so much sand and mud he wondered how it could be possible to move it all. He thought to himself, if we all try together maybe we can do it. He went back to the others and tried to get each one to help, but they all just continued to scream and yell about it being impossible.

So, Albert the Ant went back to the entrance. He began to remove the sand from the entrance. It seemed like hours and hours, but finally Albert began to see the outside light coming through, and Albert knew that he and his friends would be all right.

1. Do you know someone who is like anyone of these characters? Describe that person.
2. At certain times do you act like one of them? Tell how you feel to one of your friends in the room.

Have the children read each situation and compare the character's action to the characters in Albert the Ant. Draw a picture of the correct character.

1. On the way back from Uncle Ray's farm, Artie remembered that he had left his gloves in the barn. He knew his Mother would be angry, so he decided not to say anything. Artie acted the same as:

Albert the Ant
Herbie the Chicken
Lizzie the Ostrich
Maxie the Bulldog

2. Carl borrowed a box of crayons from Alice. On the way to school he lost them. Carl went to Alice's classroom and told her what happened and offered to get her another box of crayons. Carl acted the same as:

Albert the Ant
Herbie the Chicken
Lizzie the Ostrich
Maxie the Bulldog

3. Nikkie has been getting to school late for several mornings. His teacher has asked him to stay after class. He tells the teacher he has had to go a longer way to avoid a bully on his street. Nikki is acting the same as:

Albert the Ant
Herbie the Chicken
Lizzie the Ostrich
Maxie the Bulldog

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: SELF-IMAGE – Strengths and Weaknesses

PAGE: 41
GRADE: 4

The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses.

I will use this activity to help students:

__X__ *develop self-concept*
_____ *improve decision-making ability*
__X__ *clarify attitudes and values*
_____ *increase knowledge*
_____ *improve communications*
_____ *learn or improve health skills*
_____ *develop social responsibility*
_____ *other (please designate)*
____

RESOURCES	ACTIVITY	EVALUATION
Copy of: Worksheet "Strengths and Weaknessess" (see following page)	1. Make copies of the "Strengths and Weaknessess" workshop for your class (see following page). 2. Discuss the meaning of strengths and weaknesses in terms of the total person – physical, mental, emotional, spiritual – and give some examples for each of those areas. Why is it important to know your strengths and weaknesses? 3. Complete the worksheet. Students may feel more at ease if they are not asked to write their names on their papers. 4. The class can share their responses to the worksheet in small groups or have individual conferences with the teacher on ways to improve weaknesses and ways to use strengths. 5. Discuss ways self-image influences decision-making and behavior. How might the way a person feels about him/herself affect things such as playing a musical instrument, participating in athletics, doing things his/her friends do, using alcohol, moving to a new school or neighborhood?	**COMMENTS OR SUGGESTED CHANGES** *Teacher evaluation of activity. Please circle:* 5 Wow! 4 Above Average 3 Average 2 Below Average 1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION Have a Skill Day – students can tell about and demonstrate, when possible, a skill (strength) they have in a particular sport, game, activity.	**MUSIC** Have students who feel music is one of their strengths demonstrate their abilities to the class.	**SOCIAL STUDIES** Visit offices, factories, etc. in the community to determine strengths useful in various occupations.
ART Have students use any medium (paint, clay, collage, etc.) to show themselves doing something they do well.	**SPELLING**	**MATH**
SCIENCE Observe and discuss the strengths and weaknesses of various animals and the effects on their behavior. How are their lifestyles adapted to their strengths and weaknesses? Do people adapt their lifestyles to their strengths and weaknesses?	**WRITING** Students write paragraph describing themselves including strengths and weaknesses but omit their names. Class tries to identify who it is.	**READING** Read biographies of people alive today or in the past who were known for their strengths in some area, e.g., stories in I Can – Compete – Care (American Book Company) or Value Tales by Johnson (Rand McNally).
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________________

MY STRENGTHS AND WEAKNESSES

I. 1. I feel good when ____________________ says I ______________________________.

2. I feel left out when ______________________________ doesn't choose me for ______________________________.

3. I feel important when I ______________________________.

4. I get angry when ____________________ corrects me on ____________________.

5. ______________________________ usually makes me feel ______________________________.

6. It's disappointing when ____________________ doesn't notice ______________________________.

7. No matter how hard I try, I never ______________________________.

8. One thing I really enjoy is ______________________________.

II.

III. List at least one weakness you have. Tell how you could improve yourself in that area.

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: DECISION-MAKING – What Would You Do With $1,000?

PAGE: 44
GRADE: 4

Ready

The student will be able to identify his/her power to influence others' behavior and attitudes.

Set

I will use this activity to help students:

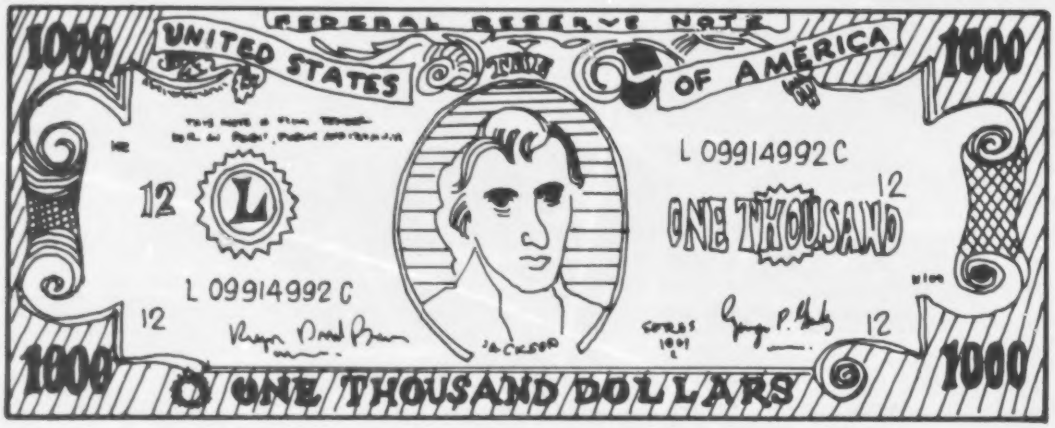
- ☒ *develop self-concept*
- ☒ *improve decision-making ability*
- ☐ *clarify attitudes and values*
- ☐ *increase knowledge*
- ☐ *improve communications*
- ☐ *learn or improve health skills*
- ☐ *develop social responsibility*
- ☐ *other (please designate)*

Go

RESOURCES	ACTIVITY	EVALUATION
Copy of: $1000 bill (See following page)	1. Make copies of the $1000 bill on the following page and give one to each student. 2. Tell students that they may spend the money in any way they wish. Have them write their decisions and/or draw pictures of their choices without discussing them with classmates. 3. When everyone has made an individual choice, discuss choices as a group. Then give the class a chance to re-do their papers and choices. 4. Compare the two papers and discuss if and how their choices changed after the group discussion. Were they influenced by their peers? How? What changes did they make? Why? Who influenced their changes? If they made no changes, why not? 5. Have students give examples of other choices they've made which have been influenced by their peers as well as ways they have influenced others. What's it like to have your friend want you to do something and you don't want to do it? What's it like when you want your friend to do something and your friend won't do it? Can friends make us do things we don't want to do? Under what circumstances? What role might peer influence play in a person's decision to try alcohol?	**COMMENTS OR SUGGESTED CHANGES** *Teacher evaluation of activity. Please circle:* 5 Wow! 4 Above Average 3 Average 2 Below Average 1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
ART Have class draw pictures of things they would buy if they had $1,000.	**SPELLING**	**MATH** Have sales catalogues from various stores available to check actual values of things. How much could you really buy with $1,000?
SCIENCE	**WRITING** Have class write creative stories about how they would spend $1,000 or how their lives changed when they spent the money.	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ____________________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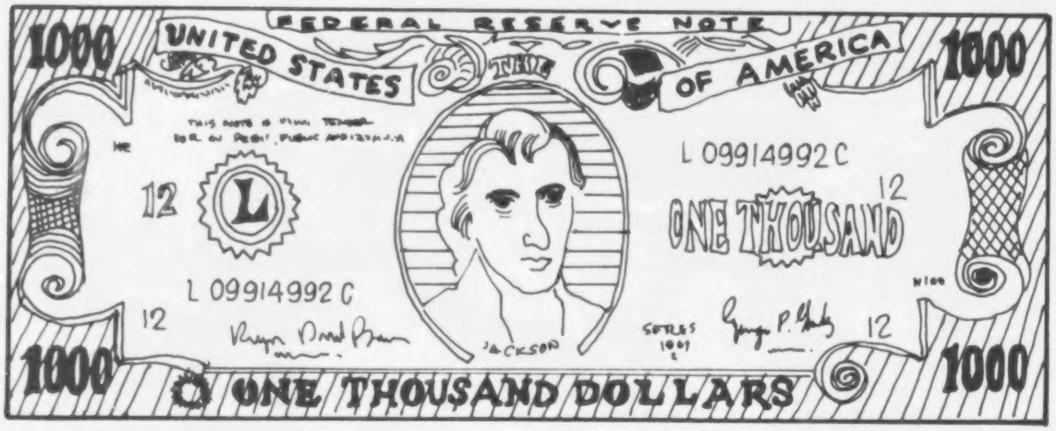
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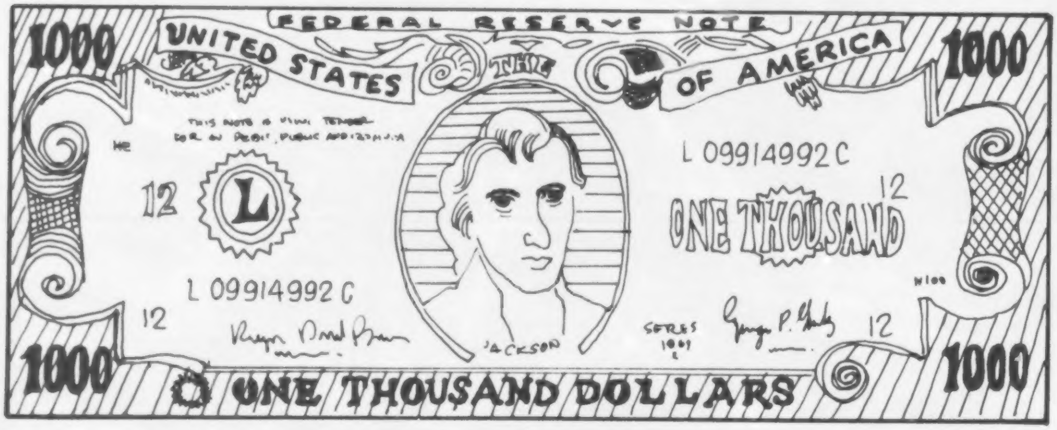
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ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: ALCOHOL INFORMATION – "How Much Is Too Much"

PAGE: 47
GRADE: 5

Ready

The student will be able to identify the physical and behavioral effects of alcohol on the body. He/she will be able to discriminate between responsible and irresponsible choices related to alcohol.

Set

I will use this activity to help students:

- ☒ *develop self-concept*
- ☒ *improve decision-making ability*
- ☐ *clarify attitudes and values*
- ☒ *increase knowledge*
- ☐ *improve communications*
- ☐ *learn or improve health skills*
- ☐ *develop social responsibility*
- ☐ *other (please designate)*

Go

RESOURCES

Film, "Alcohol: How Much Is Too Much?" Available from Regional Council Office – 391-5805

ACTIVITY

1. Show the film, "Alcohol: How Much Is Too Much?"
2. Discuss with the class:
   a. Why do people drink alcohol?
   b. What effects did alcohol have on the goldfish?
   c. What effects does alcohol have on people?
   d. What are the factors which influence the effects of alcohol on a person?
3. Divide the class into small groups to discuss these statements:
   a. "Alcohol has different effects on different people at different times." What importance does this fact have for a person who is trying to decide whether to drink or how much to drink?
   b. "Every time a person drinks he/she must make the decision, how much is too much?" Do you agree or disagree and why? How does a person decide how much is too much?
4. Have the groups share their responses with the class.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORTE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION On the playground or in the gym students close their eyes and spin around until dizzy to simulate intoxication. Try to perform tasks requiring coordination, such as walking a straight line. What effects does alcohol have on a person's coordination?	**MUSIC**	**SOCIAL STUDIES** How is alcohol consumed in other societies? Is "too much" the same in all cultures?
ART	**SPELLING**	**MATH** Write and solve problems related to the effects of varying quantities of alcohol in the body.
SCIENCE	**WRITING** Have students imagine they are journalists and write editorials on "how much alcohol is too much" for the local community newspaper.	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________________

Regional Council on Alcoholism
TOPIC: COPING – Letting Off Steam

PAGE: 49
GRADE: 5

Ready

Students will be able to identify acceptable and unacceptable ways for expressing negative feelings.

Set

I will use this activity to help students:

[✓ *develop self-concept*]
improve decision-making ability
clarify attitudes and values
increase knowledge
improve communications
learn or improve health skills
develop social responsibility
[✓ *other (please designate)*] *develop coping skills*

Go

RESOURCES

ACTIVITY

1. Have students role play different people "letting off steam."

SUGGESTED ROLES

   a. Baseball player called "out" when he is sure he was "safe."
   b. Student who got a "B" instead of the "A" he/she feels was deserved.
   c. Girl not permitted by her parents to go to a slumber party, which all of her friends will attend.
   d. Boy/girl who must stay home to take care of younger brother, and miss going on a picnic with friends.
   e. Being blamed and punished for something your brother/sister did.
   f. Being ridiculed for no reason.
   g. Being punished for not doing a household chore.

2. Discuss which methods were most acceptable, least acceptable, and why it is important to let off steam.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC** "The World Is A Circle" Lyric by Hal David Music by Burt Bacharach	**SOCIAL STUDIES**
ART Draw pictures of persons in biographies (see Reading, this page)	**SPELLING** Students design crossword puzzles for words which describe emotion/feelings (angry, sad, excited, lonely, etc.)	**MATH**
SCIENCE List ways in which anger affects your body.	**WRITING**	**READING** Read biographies of famous persons who overcame emotional or physical handicaps. (Helen Keller, various sports personalities, Alexander Graham Bell, etc.) "FLOWERS FOR ALGERNON" by Daniel Keyes (About a mentally retarded man whose intelligence is increased three fold by surgery.)
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ____________________

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: COPING – Ways I Sometimes Feel

PAGE: 51
GRADE: 5

Ready

The student will know that coping behavior is part of everyone's life and that people use various methods for coping with their feelings, including alcohol.

Set

I will use this activity to help students:

_____ *develop self-concept*
_____ *improve decision-making ability*
__X__ *clarify attitudes and values*
__X__ *increase knowledge*
_____ *improve communications*
_____ *learn or improve health skills*
_____ *develop social responsibility*
__X__ *other (please designate)* *develop coping skills*

Go

RESOURCES

Copy of worksheet,

"Ways I Sometimes Feel"
(see following page)

ACTIVITY

1. Make copies of "Ways I Sometimes Feel" worksheet for your class (see following pages). Discuss how feelings, pleasant and unpleasant ones, are a big part of all of us.
2. Have students complete the worksheet individually and privately.
3. Divide the class into groups and develop a chart to share with other groups, using the same format as the worksheet.
4. Reassemble as a class and have each group share their composite chart.
5. Discuss the variety of responses students gave and the variety of things they felt they could do about them. How does your behavior differ according to the way you feel, e.g., when you're happy compared to when you're angry?
6. Have students imagine they are in high school or are adults. What situations might make them feel the same feelings listed on their charts? Students should conclude that there are universal feelings with which they will be continually coping.
7. Emphasize that the way in which we acknowledge, show, and respond to feelings influences our lives to a great extent. There are alternative ways to handle feelings, and identifying some alternatives is one step to coping.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Have each student make a map of the classroom, showing desks, windows, etc., and mark his/her own desk with an "X"; draw a circle around the area of the room he/she enjoys most, and a square where he/she doesn't like to be. Have volunteers share maps and discuss their reasons. How would they like to change the classroom environment?
ART Choose an emotion and illustrate "Things That Make Me Feel This Way."	**SPELLING**	**MATH**
SCIENCE Discuss ways the body responds physically to different emotions. Experiment by simulating the emotions and checking the results.	**WRITING** Write a story describing a time when you felt a certain way. Tell what made you feel that emotion and what you did about it.	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)** Write various feelings on slips of paper and put in a box. Have students draw a slip and pantomine the feeling while class tries to guess it.	**OTHER** ____________________

WAYS I SOMETIMES FEEL

	WORDS TELLING HOW I FEEL WHEN I AM – –	SITUATIONS THAT MAKE ME FEEL – –	THINGS I CAN DO ABOUT FEELING – –
HURT			
ANGRY			
REJECTED			
WORRIED			
DISAPPOINTED			

WAYS I SOMETIMES FEEL

	WORDS TELLING HOW I FEEL WHEN I AM – –	SITUATIONS THAT MAKE ME FEEL – –	THINGS I CAN DO ABOUT FEELING – –
SAD			
BORED			
AFRAID			
JEALOUS			

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: SELF-IMAGE – I Want to Be Like You

PAGE: 55
GRADE: 5

Ready

The student will know that one's self-image is influenced by messages from other people and one's own strengths and weaknesses.

Set

I will use this activity to help students:

X *develop self-concept*
___ *improve decision-making ability*
X *clarify attitudes and values*
___ *increase knowledge*
___ *improve communications*
___ *learn or improve health skills*
___ *develop social responsibility*
___ *other (please designate)*

Go

RESOURCES	ACTIVITY	EVALUATION
From the kit: "I Want to Be Like You" worksheet (see following page)	1. Make copies of the "I Want to Be Like You" worksheet for the class (see following page). 2. Discuss the value of friendship. Why do people want friends? How does it feel to belong to a group? How do you feel if you'd like to be part of a group but they don't want you? 3. Have the students complete the "I Want to Be Like You" worksheets anonymously. Ask for volunteers to share some of the things on their lists and give the class an opportunity to make additions to their worksheets if they wish. 4. Ask students to read their lists again to themselves and put a star next to things they did because they really wanted to not just because their friends were doing it. How much is your life controlled by what others do? How many decisions do you make for yourself?	

COMMENTS OR SUGGESTED CHANGES

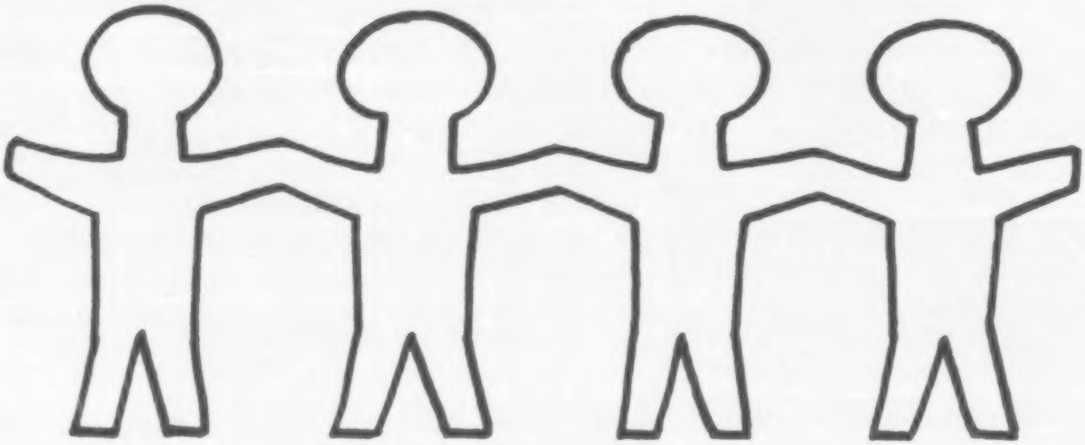
Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Examine current trends in clothing, hairstyle, slang expressions, etc. How do fads develop? What influence do they have on our lives?
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING** Write a paragraph describing someone you would like to be like and tell why.	**READING**
LANGUAGE ARTS (oral discussion) Discuss your feelings when someone copies you by buying same clothes, going to the same places, etc. Is it flattering? annoying?	**LANGUAGE ARTS (drama and role-playing)** Play mirror images. Divide class into partners. One partner initiates acting and the other copies exactly. Switch roles. How did it feel to be a leader? An imitator?	**OTHER** ____________

I WANT TO BE LIKE YOU



LIST EXAMPLES OF THINGS YOU HAVE DONE TO BE LIKE YOUR FRIENDS IN THE FOLLOWING AREAS:

1. Clothes
2. Hobbies
3. Recess Activities
4. Hairstyles
5. Things I Bought
6. Friends
7. Organizations, Clubs
8. After School Activities

ESD No.121 curriculum, "Here's Looking At You."
TOPIC: DECISION-MAKING – New Law in Drinksville

PAGE: 58
GRADE: 5

Ready

The student will be able to identify his/her feelings and attitudes about the use/non-use of alcohol and understand how they affect his/her decisions.

Set

I will use this activity to help students:

- ____ *develop self-concept*
- __X__ *improve decision-making ability*
- __X__ *clarify attitudes and values*
- ____ *increase knowledge*
- ____ *improve communications*
- ____ *learn or improve health skills*
- __X__ *develop social responsibility*
- ____ *other (please designate)*

Go

RESOURCES

Copy of:

Worksheet-
"New Law in
Drinksville"
(see following
page)

ACTIVITY

1. Make copies of "New Law in Drinksville" worksheet (see following page) for the class and distribute to the students.
2. Have students write their responses anonymously.
3. Divide class into small groups to discuss the worksheets. Have each group list what they think are good reasons for drinking and why, and good reasons for not drinking and why. Discuss and list the possible consequences of a law which allows everyone of all ages to drink alcohol.
4. Groups report their conclusions to the class and discuss; how would you feel if you were given total freedom to make all your decisions without approval from any adult? How important is it to you to be able to drink alcohol? Survey the class to determine how many students would support the existence of such a law and why? How many would not, and why not? Discuss the actual laws now in effect in this state regarding alcohol and minors.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Compare laws regarding drinking age in various states. What are the advantages and disadvantages of each?
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING** Have students write editorials for the Drinksville Newspaper one week after the no-age-limit law for alcohol consumption has been in effect.	**READING**
LANGUAGE ARTS (oral discussion) Have a class debate on lowering the drinking age in this state.	**LANGUAGE ARTS (drama and role-playing)** Role-play a town meeting in Drinksville where citizens are discussing pros and cons of a law allowing all ages to drink alcohol. Arrive at a consensus which will become the law in Drinksville.	**OTHER** ____________________

THE NEW LAW IN DRINKSVILLE

A new law has just been passed in Drinksville making it legal for people in the town to drink as much alcohol as they want at any age. You are 11 years old and live in Drinksville. Your parents have told you that whether or not you drink and how much you drink is completely up to you. How will the new law affect you? Write your answers to the following:

1. Will you drink? Or, if you drink already, will you drink more often or drink more openly? Explain your reason.

2. What would you encourage your friends to do? Explain.

3. What possible consequences do you foresee in Drinksville when the law goes into effect? Consider both positive and negative consequences.

ESD No. 121 curriculum, "Here's Looking At You." PAGE: 61
TOPIC: ALCOHOL INFORMATION – "Thinking About Drinking" GRADE: 6

Ready

The student will be able to identify the physical and behavioral effects of alcohol on the body.

Set

I will use this activity to help students:

- ___ *develop self-concept*
- X *improve decision-making ability*
- ___ *clarify attitudes and values*
- X *increase knowledge*
- ___ *improve communications*
- ___ *learn or improve health skills*
- ___ *develop social responsibility*
- ___ *other (please designate)* ___

Go

RESOURCES

ACTIVITY

Note: The teacher should be familiar with the booklet before beginning this activity. This material can serve as an effective review of alcohol information as well as a basis for discussion of attitudes about drinking. It may take more than one class period to complete.

1. Give each student a copy of the booklet, "Thinking About Drinking."
2. Ask them to read the booklet (give them the remainder of the period to read).
3. When students have completed the reading, ask them to choose one of the following sections from the booklet for discussion:
   a. A Look at Teenage Drinking
   b. Quiz Yourself
   c. Handling Your Own Drinking or Non-Drinking
   d. More Facts About Alcohol
4. Have students form groups by like topics. The students' tasks in each group are to identify the issues or information raised in their section of the booklet and determine how each of them might pass this information on to their peers or younger persons.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
LANGUAGE ARTS Have students write their own pamphlet on alcohol education for fellow students or younger students.	**PHYSICS**	**MATH**
BIOLOGY	**HOME ECONOMICS**	**CHEMISTRY**
PSYCHOLOGY	**DRAMA** Have students role-play the situations "what does a girl do if . . .," "what does a boy do if . . .," from Thinking About Drinking.	**OTHER**____________________ Have students prepare a presentation for 5th or 6th graders on the material found in the booklet.

TOPIC: ALCOHOL INFORMATION/COPING – Alcoholism and Community Resources
GRADE: 6

Ready

A student will know that alcoholism is an illness and that it is treatable. He/she will be able to identify community resources to help people who have drinking problems and/or are coping with the drinking problem of someone else.

Set

I will use this activity to help students:

___ *develop self-concept*
___ *improve decision-making ability*
X *clarify attitudes and values*
X *increase knowledge*
___ *improve communications*
___ *learn or improve health skills*
___ *develop social responsibility*
X *other (please designate)* develop coping skills

Go

RESOURCES	ACTIVITY	EVALUATION
To arrange for a speaker see p. 196 "Where to go for help" p. 195	The class should have an understanding of basic facts about the effects of alcohol before beginning this activity. 1. Several days before the speaker is scheduled give the class an opportunity to (a) write down their questions and put them anonymously into a question box to be answered by the speaker or (b) make a composite class list of questions on the board. 2. Ask the speaker to focus on the following areas of alcoholism as a disease: a. signs of alcoholism – how do you know if you're an alcoholic? b. age of alcoholics c. where to go for help for the alcoholic and the family d. effects of alcoholism on individual and others 3. Ask the speaker to answer questions from the question box or board. Give students the opportunity to ask additional questions.	**COMMENTS OR SUGGESTED CHANGES** *Teacher evaluation of activity. Please circle:* 5 Wow! 4 Above Average 3 Average 2 Below Average 1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
ART	**SPELLING**	**MATH**
Design a poster to inform others about the signs or effects of alcoholism.	Learn the pronunciation of some of the diseases which can result from alcohol abuse, e.g., cirrhosis.	
SCIENCE	**WRITING**	**READING**
Research the effects of alcoholism on body organs. Why is life expectancy shorter for an alcoholic?	Write a description of a person who is an alcoholic, including the symptoms of the disease, where the person could seek help, and what happened to the person.	Read "Jennifer" by Zoa Sherburne. Discuss the effects of her mother's alcohol problem on Jennifer's life. Describe ways she coped. Suggest additional ways.
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER ____________________**

Regional Council on Alcoholism
TOPIC: DECISION-MAKING – Use and Misuse of Alcohol

PAGE: 65
GRADE: 6

Ready

The student will examine the motivations behind decision-making.

The student will consider the ability to evaluate alternate responses to peer pressure.

Set

I will use this activity to help students:

__X__ *develop self-concept*
__X__ *improve decision-making ability*
__X__ *clarify attitudes and values*

_____ *increase knowledge*
_____ *improve communications*
_____ *learn or improve health skills*

__X__ *develop social responsibility*
_____ *other (please designate)*
____

Go

RESOURCES	ACTIVITY	EVALUATION
"Use & Misuse of Alcohol" worksheet See following page Trigger Film: "Janey" Available at the Regional Council on Alcoholism. "Willie and Jane" p. 71 Decision Worksheet p. 72	1. Is the drinking in the situation as described in "Use and Misuse of Alcohol" acceptable, unwise, or unacceptable? 2. View trigger film, "Janey." Relate to story "Willie and Jane." Compare and contrast how decisions were reached in film and stories. Ask students to consider how they make their decisions using Decision Worksheet.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
ART Using the following words as a theme, make a piece of a collage without knowing how it will relate to the other pieces. When the individual pieces are completed, put them together to form "Our Collage". CHOOSE-DECIDE-THINK-CARE-CONSIDER ACT-SPEAK-REALIZE	**SPELLING**	**MATH**
SCIENCE	**WRITING** Describe a situation in which you had to make a difficult decision. What was the result of the decision you reached? Now consider some alternative decisions you could have made. Would the outcome have been the same, better, or worse?	**READING** "Emily's Runaway Imagination" by Beverly Cleary. Pigs who eat fermented apples become intoxicated.
LANGUAGE ARTS (oral discussion) See the stories of Willie Harris and Jane Sloan.	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________________

WHAT CONSTITUTES USE AND MISUSE OF ALCOHOL IN THE HOME?

Some Situations for Judgment and Discussion

Robert D. Russell
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The following are situations that an upper elementary or junior high school teacher might introduce to students for their analysis as to what constitutes acceptable drinking, when drinking behaviors seem unwise - and when the situation becomes unacceptable. The situations are presented in a progressive fashion - i.e., the student offers a judgment and then another happening or another dimension to the scene is described, which calls for another judgment - and so on. In general, the initial situation is one that most will agree is acceptable (unless they disapprove of all drinking), while the last ones should be judged unwise or unacceptable (for reasons suggested at the end).

In many classes all students will not agree on all judgments; it is important for teachers to help students face these disagreements at predrinking ages, disagreements which basically stem from differences in family and religious views of drinking. The most important ingredient of the discussion, therefore, is WHY an individual makes a judgment - the motivations behind decision and judgment-making.

In each case the question asked is: "Is the drinking, in the situation as described, acceptable, is it unwise, or is it unacceptable?" After checking your choice, write your reasons for making it.

1. It is a summer afternoon and Mr. Murray, Ricky's father is sitting in his backyard, drinking a can of beer.

Acceptable ________ Unwise ________ Unacceptable ________

2. Mrs. Murray, Ricky's mother, comes out to join him; he opens a can for her, and she sits drinking also.

Acceptable ________ Unwise ________ Unacceptable ________

3. Ricky, who is eleven years old, comes out and asks for and receives a sip of beer from his father's can.

Acceptable ________ Unwise ________ Unacceptable ________

4. Ricky asks for a can of his own, and his father opens one and gives it to him.

Acceptable ________ Unwise ________ Unacceptable ________

5. Mr. Murray has been out in the backyard for two hours and already there are eight empty cans strewn around his chair.

Acceptable ________ Unwise ________ Unacceptable ________

6. It is Thursday afternoon and Mr. Murray should be at work.

Acceptable ________ Unwise ________ Unacceptable ________

RICKY . . . FAMILY . . . BEER (SOME CLUES FOR THE TEACHER)

1. a. **Basic question**: is moderate beer drinking acceptable?

   b. Beer is a mild beverage.

   c. Drinker is at home in his backyard.

   d. Need to know what he is responsible to do later in the day.

2. a. **Basic question**: is drinking beer as acceptable for women as for men?

   b. c., d. Same as in number one. *

3. a. **Basic question**: should parents give children sips of an alcoholic beverage?

   b. Some homes have a tradition which allows children to drink moderate amounts of beer or wine.

   c. It is technically illegal for the father to let his son drink (in most states).

   d. This law rarely is applied where the act is a part of otherwise acceptable child-raising.

4. a. **Basic question**: is a can of beer (12 ounces) too much for a child to drink?

   b. Ricky may not drink it all.

   c. He is with his parents and under their supervision.

   d. They are drinking also.

   e. Need to know what he is responsible to do later in the day.

5. a. **Basic question**: Has Mr. Murray consumed too much beer already?

   b. Eight cans equal nearly five ounces of pure alcohol, much more than the body can oxidize (use up) in two hours.

   c. Need to know the economic level of the family - does such drinking represent a financial hardship?

   d. Need to know whether this is a regular happening or only very occasional.

6. a. **Basic question**: does a man have a right to stay home from work and drink?

   b. Need to know whether this will affect the family income.

   c. Need to know whether this is a regular happening or only very occasional.

**Refer to pamphlet: "Alcohol Abuse and Women - A Guide to Getting Help".*

MARY . . . . WEDDING RECEPTION . . . . PUNCHES

1. Mary has gotten married and the wedding reception is being given by her parents at her home. Her father proposes a toast to the bride and groom with a glass of champagne.

   Acceptable ________ Unwise ________ Unacceptable ________

2. Mary's twelve year old sister, Ann, is poured a glass of champagne and she drinks the toast proposed by her father.

   Acceptable ________ Unwise ________ Unacceptable ________

3. For the reception there are two kinds of punch - one with an alcoholic content and one without, but they look alike.

   Acceptable ________ Unwise ________ Unacceptable ________

4. Aunt Sally is opposed to the use of alcohol; Ann, as a joke, serves her a glass of alcoholic punch, and she drinks it.

   Acceptable ________ Unwise ________ Unacceptable ________

5. Miss Fogarty has been hired to take pictures of the wedding for couples' wedding book; she is getting "high" on the alcoholic punch.

   Acceptable ________ Unwise ________ Unacceptable ________

6. Dr. Hansen, a physician, does not appear at all intoxicated but Ann knows he has had eight cups of alcoholic punch and that he has to drive home across town; he asks Ann to get him another cup.

Acceptable ________ Unwise ________ Unacceptable ________

MARY . . . . WEDDING RECEPTION . . . . PUNCHES (SOME CLUES FOR THE TEACHER)

1. a. **Basic question**: is it appropriate to use champagne as a toast at a wedding reception?
   b. Champagne is stronger than beer, but is still a relatively mild beverage.
   c. Need to know whether non-drinkers have a choice of some non-alcoholic beverage.
2. a. **Basic question**: should a 12 year old girl be allowed or encouraged to drink an alcoholic beverage? Any different for a boy?
   b. Same as in number one.
   c. Same as in number one.
   d. Need to know how large the glass is and whether she drinks the whole contents.
   e. It is technically illegal for the parent to allow drinking for a child.
   f. This law rarely is applied where the act is part of a family celebration.
3. a. **Basic question**: should there be drinks for both drinkers and non-drinkers?
   b. If the punches look alike, non-drinkers may not feel self-conscious.
   c. If the punches look alike some children and teenagers may drink the alcoholic punch without being discovered.
   d. It may be difficult to tell the punches apart.
4. a. **Basic question**: should a person's decision not to drink always be respected?
   b. Need to know whether the alcoholic punch is mild or strong - easy to taste the difference or not.
   c. Need to know whether Aunt Sally would be amused or angry at this joke.
   d. Need to know how Ann feels about Aunt Sally.
5. a. **Basic question**: should a person who has a responsibility involving judgment and skill be drinking?
   b. A person who is high tends to lose judgment, coordination, and memory of what she has done recently.
   c. Need to know if her job is finished.
6. a. **Basic question**: should a person who has had enough alcohol to be intoxicated be served more if he does not appear drunk?
   b. He already has had enough to affect his judgment and coordination for driving.
   c. Need to know what responsibilities he has later in the day.
   d. Should children make these decisions for adults?

"WILLIE AND JANE"

Willie is a sixth-grade student who has not developed socially as fast as most of his friends. Although his friends are beginning to take an interest in girls, Willie views such relationships as meaningless. He is concerned because his behavior does not match that of his friends. How might the steps in decision-making help Willie to solve his problem?

1. What needs and feelings do you think Willie is trying to work out?
2. What alternatives do you think he has? What might be the consequences of each of the alternatives?
3. What values or goals do you think Willie might have which any alternative has to fit?
4. On the basis of the answer to the first three questions, what do you think Willie's decision might be?

Jane dresses much the same as her friends. She goes to the same activities and likes the same music, dances, and activities. She also likes to play baseball, which does not interest any of her girlfriends. She is afraid that the others will kid her. How might Jane solve her problems? Use the steps in decision-making suggested above.

View the Trigger Film, "Janey" How did Janey reach her decision?

You may have many decisions to make in your life right now. You will continue to have decisions to make in the years ahead of you. Therefore, it would seem helpful to you to begin to have some knowledge of how the changes occurring in you influence the kind of decisions you make. Then you will be less likely to be driven to . . . . . .

RELATIVE IMPORTANCE OF YOUR DECISIONS

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thoughtful study before a decision is made, while others are "automatic."

0- Decision made by others.
1- Automatic or routine, never think about it before, deciding, habit.
2- Occasionally think about it before deciding.
3- Think about it but don't study it or investigate it.
4- Study about it a little - think about it a little - ask others before deciding.
5- Study and think about it a lot - ask questions - read about it before deciding.

These decisions are faced by many students today. How would you make each decision? Write the appropriate code number (0, 1, 2, 3, 4, 5) after each decision on the list.

Typical Decisions:

1. To get up in the morning
2. What to drink and when
3. To tell the truth
4. To criticize a friend behind his back
5. To smoke
6. What books to read
7. To drive with an adult who has had too much alcohol to drink
8. To believe in God
9. Where to dispose of waste paper and wrappers
10. What movies to see

If the decision is one that is not appropriate for you, leave it blank. Now list any decision you have made recently that is not included. How did you make it? List 0, 1, 2, 3, 4, 5.

Have you learned anything about the way you make decisions?

111

OBJECTIVES FOR JUNIOR HIGH SCHOOL STUDENTS

1. Acquire information about the effects of alcohol on physical, psychological, economic and interpersonal health. As a result, they will be able to interpret this information in terms of their own experience.
2. Recognize drinking as a social behavoir that affects not only the drinker but other people as well.
3. Begin to identify and be willing to act on values they hold about their own and others' drinking-related behavior.
4. Learn a decision-making process based on enumerating alternative actions and considering consequences of those actions. They will understand how their values contribute to their choices.
5. Understand that the need to belong and the resulting influence of their peer group is neither positive nor negative, but is to be respected as a powerful influence on their drinking-related behavior and development of self-image.
6. Develop the habit of using other people for support and fresh perspectives by practicing these skills in small group discussion.
7. Know and practice creative alternatives to replace improper use of alcohol so as to meet basic human needs.
8. Know the signs and effects of alcoholism on the alcoholic, family, friends, and fellow employees and learn about agencies that can help.

Regional Council on Alcoholism
TOPIC: SELF-IMAGE – It's My Life

PAGE: 75
GRADE: Junior High School

Ready

Set

I will use this activity to help students:

X *develop self-concept*
____ *improve decision-making ability*
X *clarify attitudes and values*
____ *increase knowledge*
____ *improve communications*
____ *learn or improve health skills*
____ *develop social responsibility*
____ *other (please designate)*

Go

RESOURCES	ACTIVITY	EVALUATION
"It's My Life" worksheet	1. Make copies of "It's My Life" worksheet: distribute for students to complete. 2. Students break into small groups to share some of their activities. Choose one person to be recorder and make a complete list. 3. After the groups have completed their lists, share with the class. Discuss the concept of "alternatives." There are many ways to enjoy life. Emphasize that many of the activities people enjoy doing are also alternative ways to deal with depression, boredom, etc. 4. Have the students try a few of the activities that can be done in class and discuss their feelings.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

A RELAXATION EXERCISE

The exercise demonstrates that the body can become relaxed by "relaxing" the mind. A tense mind makes for a tense body.

Have students sit or recline while you direct them to mentally relax all their muscle groups. Begin at the feet and work up to the head. Have them concentrate on their breathing by counting "one" upon inhaling and "two" on exhaling. It should be done slowly and naturally. Tell them to think of nothing other than counting. If a distracting thought occurs, tell them to just let it pass by.

Allow 5 minutes for this exercise. Upon completion, you might mention how important concentration is in sports and encourage them to practice this as an aid to both concentration and relaxation.

MUSIC

SOCIAL STUDIES

SPELLING

MATH

WRITING

Students write limericks or poems about their favorite activities and share with class.

READING

LANGUAGE ARTS (oral discussion)

Students enact the following scenario:
A friend or family member admits to having a drinking problem. Role play how you would get help.
Characters: You, friend or family member, alcoholism counselor (on phone).

LANGUAGE ARTS (drama and role-playing)

OTHER ____________________

IT'S MY LIFE

List below things you like to do which make you happy or which make you feel good.

What makes you happy	Cost at least $1.00	Alone or with people	Not on list two years ago	Last time I did this
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Code – $ - If activity costs more than $1.00
A - If done alone
P - If done with other people
(X) - If done when you're "down"
X - If not on your list 2 years ago
S - If associated with school

Regional Council on Alcoholism
TOPIC: DECISION-MAKING – Rank Order Worksheet

PAGE: 78
GRADE: Junior High School

Ready

The student will be able to identify his/her feelings and values about the use of alcohol and understand how they affect his/her decisions.

Set

I will use this activity to help students:

- ______ *develop self-concept*
- ______ *improve decision-making ability*
- __X__ *clarify attitudes and values*
- ______ *increase knowledge*
- ______ *improve communications*
- ______ *learn or improve health skills*
- ______ *develop social responsibility*
- ______ *other (please designate)*
- ______________________

Go

RESOURCES	ACTIVITY	EVALUATION
Copies of Rank Order Worksheet (See next page) See Decision-Making/"Use and Misuse of Alcohol." pp. 67 - 72	**RANK ORDERING** 1. Make copies of Rank Order Worksheet and distribute to students to complete. 2. After each individual has identified his/her own rank order, form groups of four or five students. Have each group come up with a group consensus ranking which is marked to the right of each item under "group response." 3. Discuss the groups' responses as a class and allow students time to express their feelings.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Students list examples of various cultural or traditional celebrations and discuss the relationship to alcohol use.
ART	**SPELLING**	**MATH**
SCIENCE Students research the impact of various diseases (colds, alcoholism, cancer, drug abuse, etc.) on society.	**WRITING**	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ____________________ Students compile a list of holidays or occasions when alcohol could be used.

RANK ORDER WORKSHEET

Directions:
Read each question and then put your choices in order from 1 to 4, with 1 the highest rank and 4 the lowest rank.

Individual Rank		**Group Response**
	1. Most important in celebrations are:	
________	People	________
________	Drinks	________
________	Activities	________
________	Food	________
	2. The most important medical problem for our society is:	
________	The common cold	________
________	Alcoholism	________
________	Cancer	________
________	Drugs	________
	3. I worry the most about:	
________	Colds	________
________	Alcoholism	________
________	Cancer	________
________	Drugs	________
	4. I show respect to someone who has been drinking too much by:	
________	Ignoring him/her	________
________	Laughing at him/her	________
________	Trying to help him/her	________
	5. Which affects my health the most:	
________	Tobacco	________
________	Alcohol	________
________	Other drugs	________
________	Overeating	________
________	Being physically tense	________
	6. Where do you get your values and attitudes on drinking?	
________	Your parents	________
________	The news media	________
________	Your friends	________
	7. I like to use extra money for:	
________	Social drinking	________
________	Savings	________
________	To buy something special	________

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: ALCOHOL INFORMATION – Body/Brain Diagrams

PAGE: 81
GRADE: Junior High School

Ready

The student will be able to identify the physical and behavioral effects of alcohol on the body.

Set

I will use this activity to help students:

______ *develop self-concept*
______ *improve decision-making ability*
______ *clarify attitudes and values*
___X___ *increase knowledge*
______ *improve communications*
______ *learn or improve health skills*
______ *develop social responsibility*
______ *other (please designate)*
____

Go

RESOURCES

Transparencies-
human body
brain

Copies of:

Diagrams-
male body
female body
human brain
(See following pages)

Pamphlet:
"what the Body Does with Alcohol"

Film:
"Psychoactive" available at Regional Council 391 - 5805

"Know Your Limit" cards

ACTIVITY

1. Make copies of the body and brain diagrams (see following pages) for the class and distribute to students.
2. Using the body transparencies, explain what happens to alcohol in the body beginning with ingestion, through absorption, circulation, oxidation and excretion. Indicate the possible short – and long-term effects of alcohol on various organs. (Differentiate between light and heavy drinking.)
3. Students can follow teacher's explanation using their diagrams. Have them write in the names of the organs.

   Students could also note on the diagram the short – and long-term effects of alcohol on the organs, differentiating between light and heavy drinking.
4. Using the brain transparency, review the location and function of the control centers of the brain. Explain how increasing the blood alcohol level in the body progressively affects different centers of the brain. Describe what effect this has on immediate behavior. Explain the long-term effects of alcohol on the brain resulting from light and heavy drinking.
5. Students can follow teacher's explanation, shading their diagrams with different colors to indicate the progressive effects of alcohol in the centers of control in the brain.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

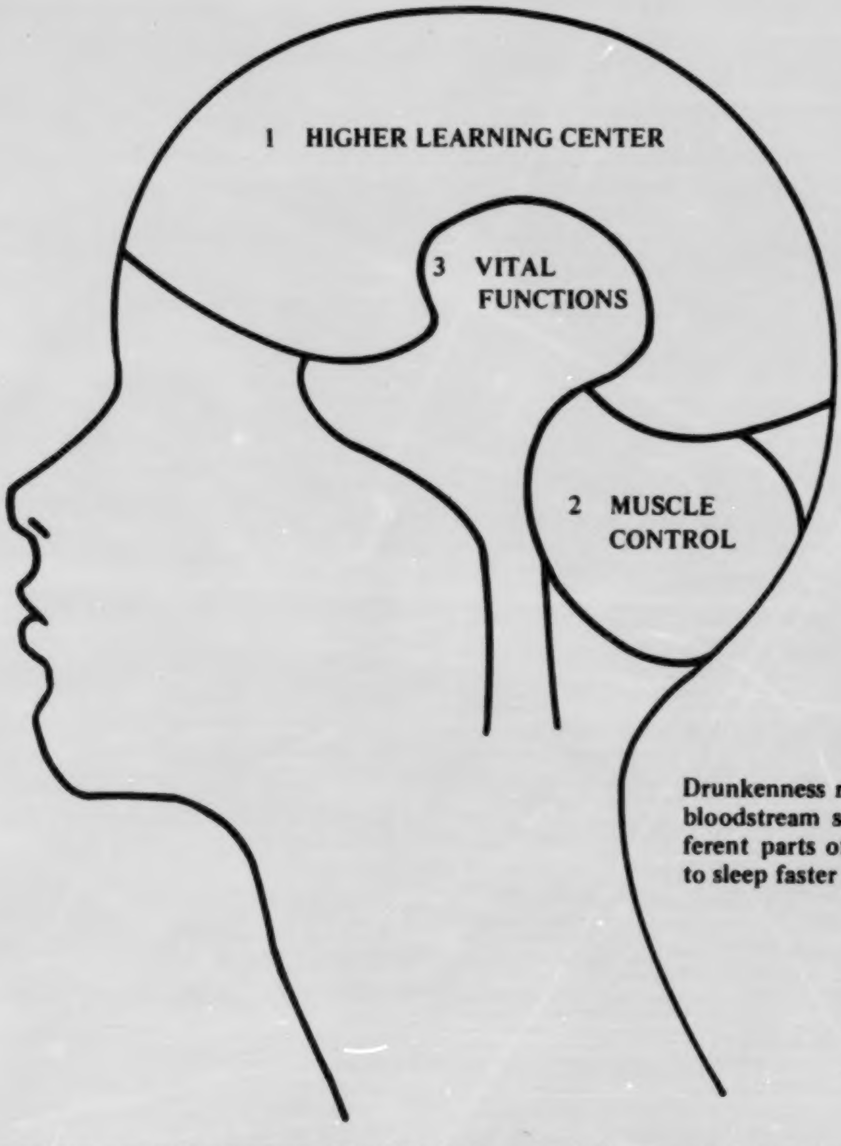
Teacher evaluation of activity.
Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

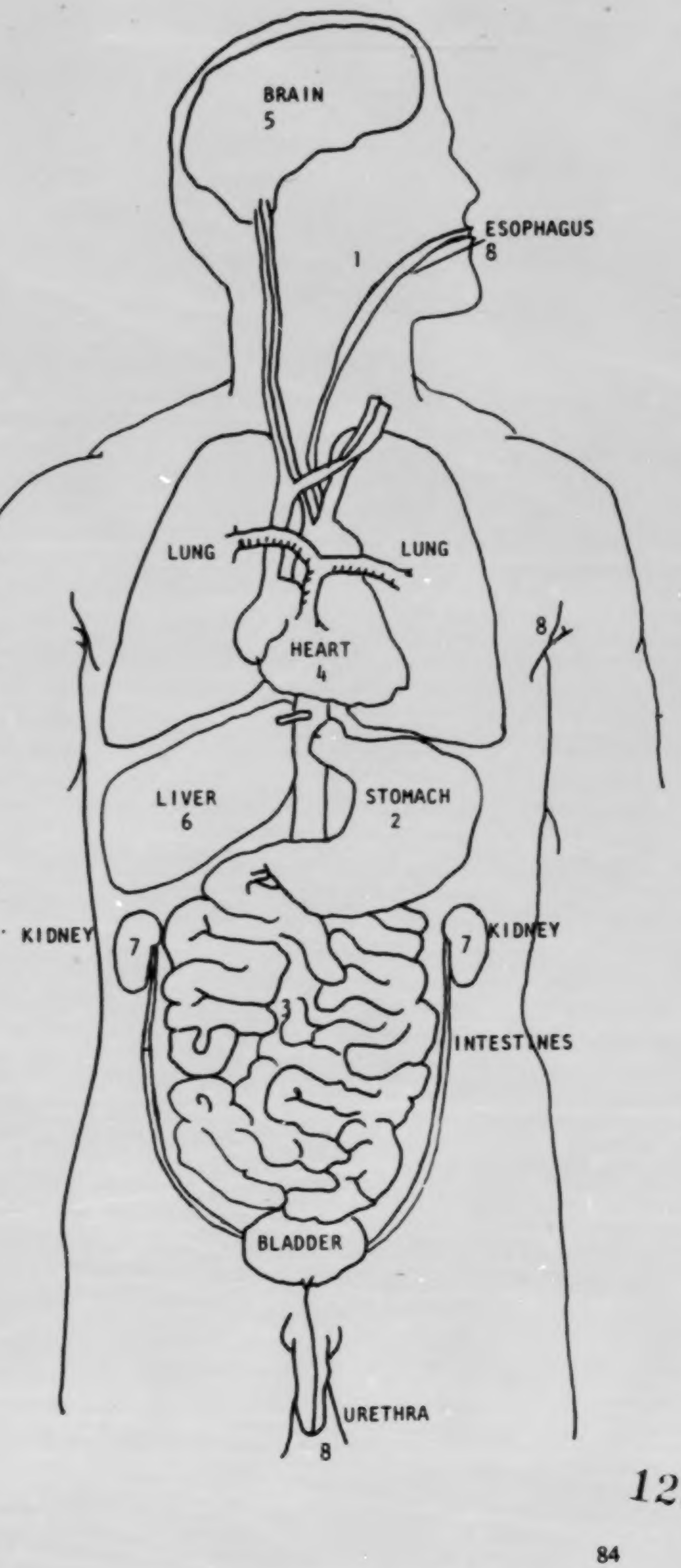
PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
LANGUAGE ARTS	**PHYSICS**	**MATH**
BIOLOGY Do an experiment using ether and gerbils. Ether is essentially the same chemically as alcohol. Put the gerbil in an air-tight aquarium with an ether-soaked rag. Observe until the gerbil passes out. Remove the cover and rag and observe recovery.	**HOME ECONOMICS**	**CHEMISTRY** What chemical processes are in action to cause certain effects on certain organs.
PSYCHOLOGY Discuss why people behave differently while under the influence of alcohol.	**DRAMA**	**OTHER** ________________

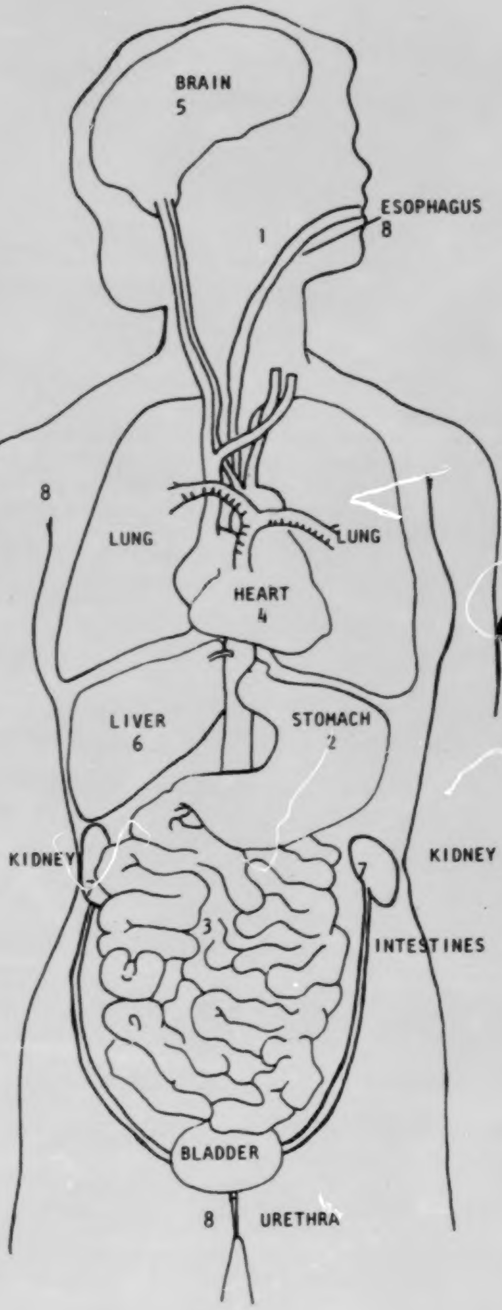
ALCOHOL AND THE BRAIN



Drunkenness results when alcohol in the bloodstream sedates (puts to sleep) different parts of the brain. Some parts go to sleep faster than others.

GETTING DRUNK DOESN'T MAKE YOU TALL, RICH, STRONG, BEAUTIFUL, SMART, WITTY, SOPHISTICATED OR SEXY . . . . . BUT IT IS EASY AS 1 - 2 - 3!!!


BRAIN
5
ESOPHAGUS
8
1
LUNG
LUNG
HEART
4
8
LIVER
6
STOMACH
2
KIDNEY
7
7
KIDNEY
3
INTESTINES
BLADDER
URETHRA
8


BRAIN
5
ESOPHAGUS
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1
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LUNG
LUNG
HEART
4
LIVER
6
STOMACH
2
KIDNEY
7
KIDNEY
3
INTESTINES
BLADDER
8
URETHRA

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: SELF-IMAGE – Positive Statements

PAGE: 85
GRADE: Junior High School

Ready

The student will feel that he/she is a worthwhile person.

The student will know that how he/she feels about him/herself has a direct relationship to his/her behavior, including the use of alcohol.

Set

I will use this activity to help students:

__X__ *develop self-concept*
_____ *improve decision-making ability*
_____ *clarify attitudes and values*
_____ *increase knowledge*
_____ *improve communications*
_____ *learn or improve health skills*
_____ *develop social responsibility*
_____ *other (please designate)*
____

Go

RESOURCES

Butcher Paper
Felt Pens
Masking Tape

ACTIVITY

Note: This activity should not be undertaken until the class has had a number of opportunities to meet and interact with one another.

1. Have a large sheet of butcher paper approximately 2' x 3' for each person in the class including the teacher. Each person writes his/her name at the top of the butcher paper with a felt pen, then tapes the sheet to the wall or blackboards around the room.
2. Everyone lists the name of each person in the class, including the teacher, on a piece of notebook paper. Then they write a positive comment about each person on the list. (Explain that you don't have to be friends with someone or like them to say something positive about them.)
3. When everyone has written a comment after each name on his/her list, the students should go around the room and record their comments about each person on that person's sheet of butcher paper.
4. At the conclusion of the activity give students time to read the statements others made about them.
5. Give students an opportunity to share how this activity made them feel about themselves and how these feelings might affect their behavior regarding alcohol.
6. Let the students take their sheets home.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION Discuss how sports can influence one's self-concept. Have students identify a particular event that had an impact on their self-concept.	**MUSIC**	**SOCIAL STUDIES**
LANGUAGE ARTS	**PHYSICS**	**MATH**
BIOLOGY	**HOME ECONOMICS** Help students to look at their roles within the family, e.g., brother, friend, helper, counselor, etc., and have them identify activities they do well within those roles.	**CHEMISTRY**
PSYCHOLOGY	**DRAMA**	**OTHER** ART Have students do a project – collage, mobile, sculpture, poster – illustrating their strengths.

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: COPING – "All Bottled Up"

PAGE: 87
GRADE: Junior High School

Ready

The student will know that coping behavior is part of everyone's life and that people use various methods for coping with their problems, including alcohol.

Set

I will use this activity to help students:

- ____ *develop self-concept*
- X *improve decision-making ability*
- X *clarify attitudes and values*
- X *increase knowledge*
- ____ *improve communications*
- ____ *learn or improve health skills*
- ____ *develop social responsibility*
- ____ *other (please designate)*
- X *develop coping skills*

Go

RESOURCES

Film:
"All Bottled Up"
(11 min.)
Available at the Regional Council on Alcoholism office 391-5805

See "Early Bird Warning Signs."

ACTIVITY

1. View the film, "All Bottled Up."
2. Suggested questions for discussion:
   - a. What problems do children of alcoholic parents have?
   - b. What were the ways the children in the film tried to deal with their parents' drinking problem?
   - c. What other ways can you suggest for the children of an alcoholic?
   - d. Comment on the title of the film, "All Bottled Up." What does it mean?
   - e. Why did the film state that sometimes an alcoholic had to "hit bottom?"
   - f. Name some people or places in our community who can help alcoholics and their families. How could you find out about other sources?

VARIATION:

View the film a second time and have students lists do's and don'ts for young people whose parents are alcoholics.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC** Identify songs that talk about helping others; e.g., "Lean On Me" "Bridge Over Troubled Water" "You've Got A Friend" Discuss ways to help a friend who is having problems.	**SOCIAL STUDIES**
LANGUAGE ARTS Students write poems about situations they've been in and had to cope with.	**PHYSICS**	**MATH**
BIOLOGY	**HOME ECONOMICS**	**CHEMISTRY**
PSYCHOLOGY	**DRAMA**	**OTHER** ____________

Regional Council on Alcoholism

TOPIC: DECISION-MAKING – "Five Characters"

PAGE: 89

GRADE: Junior High School

Ready	Students will develop valuing skills by evaluating the actions of five people in a story and placing them in a rank order.
Set	*I will use this activity to help students:* _____ *develop self-concept* _____ *improve decision-making ability* __X__ *clarify attitudes and values* _____ *increase knowledge* _____ *improve communications* _____ *learn or improve health skills* _____ *develop social responsibility* _____ *other (please designate)* ____________________

	RESOURCES	ACTIVITY	EVALUATION
Go	"Five Characters" p. 91	1. Establish groundrules for discussion to follow (see p. 11). 2. Distribute story and have students complete their own ranking of characters. 3. Form the students into small groups of six or less. 4. Have the students choose a partner and discuss their ranking, attempting to arrive at a mutually agreeable ranking of the characters. 5. Instruct the partners in each small group to share their ranking with the other partners. Groups should attempt to reach consensus. 6. Allow each group to report on how members were influenced by the discussion.	**COMMENTS OR SUGGESTED CHANGES** *Teacher evaluation of activity. Please circle:* 5 Wow! 4 Above Average 3 Average 2 Below Average 1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION Demonstrate a safe way of lifting someone or carrying someone who has passed out from excessive drinking.	**MUSIC** Use the term "counterpoint" as an analogy for values' conflicts between two people. Have two musicians have a musical "argument" with counterpoint.	**SOCIAL STUDIES**
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING**	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________

FIVE CHARACTERS

by Lillian Johnson - Broadway Branch YMCA

Howard was very anxious to be a good host, so he ran around all night making sure everyone's glass was full. That was fine with Stella, who really liked to drink and whose glass was empty everytime Howard came by. Mel didn't like it, however, For his own reasons, he'd decided not to drink, and he began to get angry with Howard's constantly urging, "Just have a little one. Booze won't hurt you!" Finally Mel and Howard got into a tremendous argument. Mel became so angry that he stormed out of the house. As he left, Mel saw Howard's car outside. He let the air out of the tires and scratched the side the full length with a screwdriver.

Meanwhile, in another part of town, Gina had gone to the liquor store and bought some beer. She and her friend, Brenda, who was too young to buy beer, sat in a park and finished off the six-pack. Looking for some fun, they began draping toilet paper on the tree outside another friend's house. That friend heard the noise and came out. Not wanting to get caught, Gina and Brenda ran off. Just as they dashed across the street, Stella, weaving her way home from the party, smashed into Brenda. Brenda was very badly hurt and was taken to the emergency room at the hospital.

Rank the characters with a number from 1 to 5. Assign No. 1 to the character who, according to your value judgment, did the worst thing.

The characters are:

Howard _______

Stella _______

Mel _______

Gina _______

Brenda _______

Regional Council
TOPIC: DECISION-MAKING – "Do I Have Choices?"
PAGE: 92
GRADE: Junior High School

Ready

The students will be able to weigh alternative solutions to interpersonal problem situations.

Set

I will use this activity to help students:

☐ *develop self-concept*
☒ *improve decision-making ability*
☒ *clarify attitudes and values*
☐ *increase knowledge*
☐ *improve communications*
☐ *learn or improve health skills*
☒ *develop social responsibility*
☐ *other (please designate)*

Go

RESOURCES

"Do I Have Choices?"
p. 94

ACTIVITY

1. Distribute copies of "Do I Have Choices?"
2. Form students into small buzz groups and ask them to respond to a situation from the worksheet.
3. Before discussion begins, have each group select a reporter who will summarize for the class.
4. Allow ten minutes for the small group discussion.
5. Bring the class together and form a panel of the reporters.
6. Ask the reporters to read their situations and summarize the discussion.
7. Allow time for the class to ask questions and respond to the speakers.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
ART Make an abstract sketch of junior high student faced with a situation for which there are several possible decisions.	**SPELLING**	**MATH**
SCIENCE	**WRITING**	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** HISTORY Select an historical figure who is faced with a difficult decision. Pretend that you are that person and answer the questions on the worksheet. Example: Martin Luther King

"DO I HAVE CHOICES?"

Instructions: Answer the following questions for the situation your group has been assigned.

a. Has this situation ocurred before? If so, what happened?

b. What choices do I have now?

c. What might be the result of each choice?

d. Which choice do you think you would really make?

e. What values or feelings influenced your decision?

SITUATIONS

1. I'm at a party. It's really a nice party. It seems that the party is just beginning to liven-up around 10:00 p.m. My parents told me to be home at 10:30, but I want to stay longer.

2. My sixteen year old brother and his friends are in the basement smoking and drinking wine. I know my parents are not aware of this situation. I wonder how I should handle this?

3. After the party, friends decide that we should go to an after-hours joint and purchase a bottle of liquor. I really don't want to go.

4. My girl friend's older sister is getting married. She has given me an invitation for my family to attend the wedding. I know there will be plenty of liquor available. My mother has a serious drinking problem. I really want to go.

5. My grandfather is a minister, and I live with him. He feels that people who drink alcohol are sinfully wicked and bad companions. Friends have invited me to a party at their apartment for the weekend. I know that there will be alcoholic beverages served. My grandfather is unaware that these friends are drinkers, and has agreed to my going to the party.

6. My older brother purchased beer for me and a few friends. One fellow couldn't handle his drinking and got very sick. His parents found out. Now all the parents of the kids involved are pressing each of us to find out where we got the beer.

7. After the game, friends brought out a bottle of liquor. It was my first experience with drinking alcohol. but I didn't let on to the others. I don't remember much of what happened after about the third drink. The next day everyone said we had a great time. The gang is planning another such affair after the next game. All I know is that I'm not looking forward to it.

8. My dating partner seems to like getting a bottle of wine when we are out on a date. He says it helps loosen me up and makes the atmosphere more relaxed. Lately, I find myself getting pretty uptight about this matter. It seems the more relaxed I get, the more wine I drink. I'm beginning to be scared as to how loose I may get one of these times.

9. I found a wallet containing cash and credit cards. My friends seem to think that I should keep the contents. I know I could certainly use the money.

10. My birthday is Saturday. I'd like to have some friends over to celebrate. My mother has agreed to the plan. I'm worried because my father usually starts his drinking spree on Friday night, and continues until Sunday evenings.

Source: Jessica Horne

Regional Council on Alcoholism
TOPIC: DECISION-MAKING – Poster Contest

PAGE: 95
GRADE: Junior High School

Ready

The student will be able to create a poster which will illustrate an original message about decisions relating to alcohol

Set

I will use this activity to help students:

____ *develop self-concept*
__X__ *improve decision-making ability*
____ *clarify attitudes and values*
____ *increase knowledge*
__X__ *improve communications*
____ *learn or improve health skills*
__X__ *develop social responsibility*
____ *other (please designate)*

Go

RESOURCES	ACTIVITY	EVALUATION
Poster "Don't Let Alcohol Close You In" p. 97	The poster on the following page was created by Berdine Mattox who at that time was an eighth grade student at Kirk Junior High school. 1. Project the poster on the opaque projector. 2. Divide the class into small groups. Ask the members to share with the others what the message says to him/her. 3. Let each group brainstorm ideas for slogans which relate to responsible decisions about alcohol. 4. Provide tag board, paints, crayons for each student to illustrate an original slogan. 5. Display posters in library, halls, classroom. Arrange for student/faculty judges to select three prize-winning posters.	

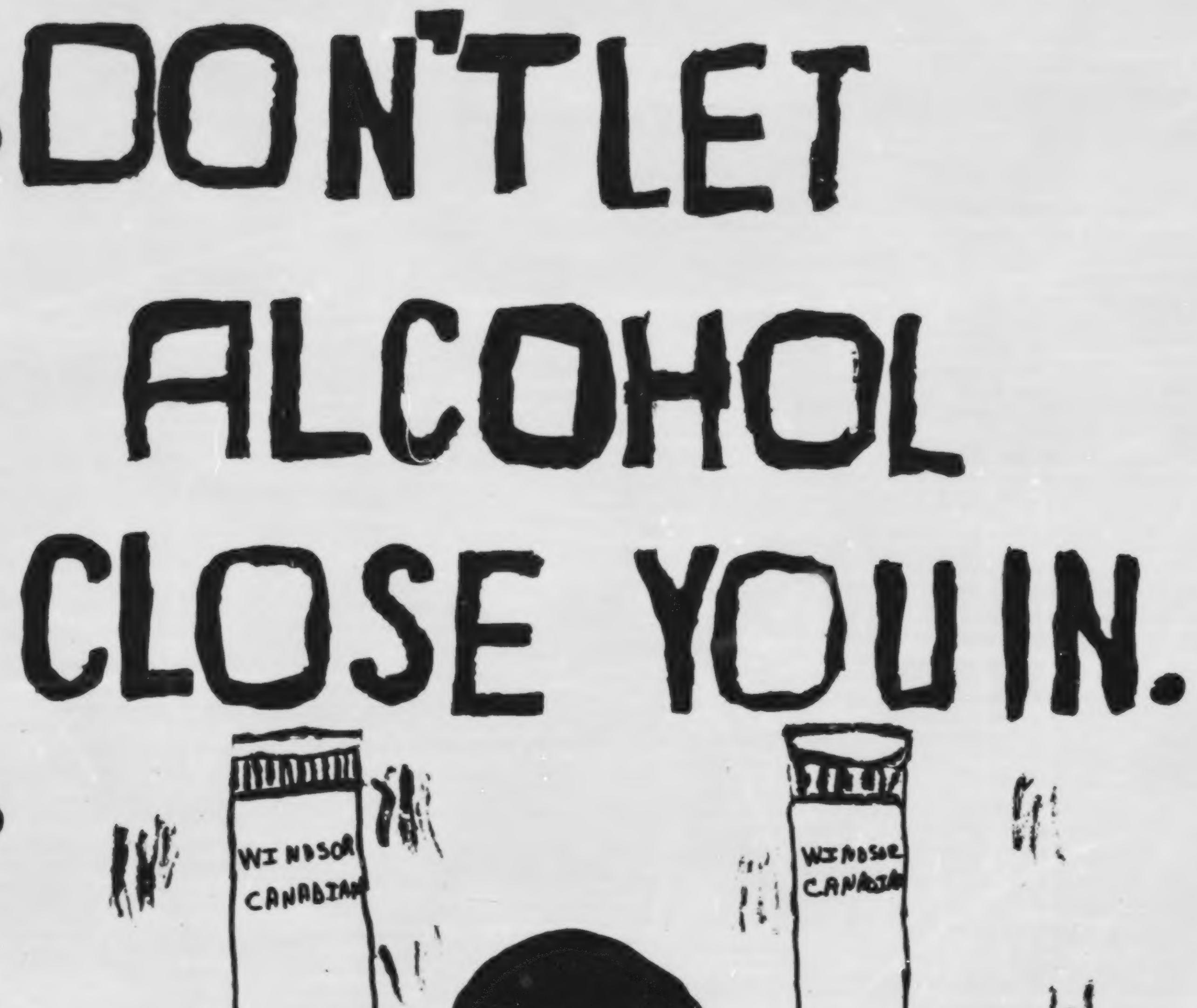
COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING** Write an imaginary dialogue between any of the characters in the books trying to resolve a difficult decision about alcohol.	**READING** Woody, Regina. **One Day At A Time**. Philadelphia: Westminster Press. Hinton, S.E. **The Outsiders**. New York: Dell.
LANGUAGE ARTS (oral discussion) Arrange to have an informal class debate with two groups of students and a student moderator. Resolved that the legal drinking age should be lowered to 18. Resolved that all alcohol advertising must promote responsible decisions about alcohol.	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________________


DON'T LET ALCOHOL CLOSE YOU IN.
WINDSOR CANADIAN
IMPORTED
WINDSOR Supreme CANADIAN Whisky
WINDSOR CANADIAN
IMPORTED
WINDSOR Supreme CANADIAN Whisky

Berdine Mattox

OBJECTIVES FOR SENIOR HIGH SCHOOL STUDENTS

1. Acquire information about the effects of different types of drinking under different conditions on physical, psychological, interpersonal, job and school performance.
2. Be able to identify and interpret these effects on the lives of others.
3. Be able to list characteristics of high-risk drinking and lower-risk drinking in terms of times, places, quantity, etc.
4. Understand the role drinking-related behavior plays in dating and sexuality.
5. Learn the early warning signs of alcoholism and ways a person can help him/herself or a close friend or family member.
6. Clarify their attitudes toward drunkenness.
7. Attempt to practice a decision-making process based on enumerating alternative actions, considering personal and social consequences of those actions, and respecting their own values about appropriate drinking-related behavior.
8. Become committed to intervene should someone else's drinking-related behavior endanger themselves or others.
9. Be able to evaluate their own drinking-related behavior against the characteristics of high-risk types and low-risk types; examine place of alcohol in the development of a healthy lifestyle.
10. Understand how different amounts of drinking impair driving ability.
11. Be able to articulate the messages and attitudes about drinking that they have received at home.
12. Respect a friend's refusal of a drink.
13. Appreciate alcoholism as a chronic, progressive treatable illness with early warning signs, an illness most amenable to treatment in its early stages with the help of alcoholism agencies in their local community.
14. Discuss their attitudes toward drinking with their parents and establish guidelines for acceptable drinking-related behavior as a family.

Teenage Institute ON ALCOHOL AND OTHER DRUGS

HISTORY

The Teenage Institute on Alcohol and Other Drugs had its beginning in 1964 when young people were first invited to attend the Midwest Institute on Alcohol Studies, a professional training program for people working in the field of alcohol problems. Since its inception, the Ohio Department of Health - Alcoholism Division has been the primary sponsor of the Institute.

In 1965 and 1966, the Teenage Institute became a program for Ohio youth, reflecting some insight into the education and needs of young people regarding alcohol and other drugs. It has developed into a broad program in which the emphasis is on the individual, his self-esteem, and his ability to make responsible decisions.

PROGRAM AND FORMAT

The Institute is a five day, live-in educational program for approximately 300 Ohio high school juniors and seniors, held annually in August at one of Ohio's college campuses. It is structured to include short lectures, films, skits, workshops and discussion groups. The young people participate in rôle-playing, small group discussions with emphasis on positive decision-making, values clarification, and social, legal and psychological aspects of chemical use. Alternative behavior workshops are offered during the Institute on a variety of subjects: religion, astrology, ecology, music, transactional analysis, values and alternative life styles.

Throughout the five days the students meet in groups of 10 to 12 each, with a group leader, for the purpose of sharing ideas relative to alcohol, drugs, life styles and positive alternatives. The group leaders are professionals in fields which make them well qualified to work with youth.

Throughout the years of promoting the Institute, it has been found necessary to emphasize that it is **not** a treatment or rehabilitation program for young problem drinkers or drug abusers. The program is one of primary prevention through education and personal growth. ALL OF THE STUDENTS WHO ATTEND ARE EXPECTED TO CONDUCT PREVENTION PROJECTS IN THEIR SCHOOLS AND COMMUNITIES DURING THE ACADEMIC YEAR FOLLOWING THEIR TRAINING. It is felt that this extension of the process will go a long way in creating healthier attitudes towards drinking and drug use in Ohio.

ADMISSION

Selection of participants to attend the Teenage Institute is based on the following criteria:

The participant

1. will be a junior or senior in the upcoming school year.
2. will be willing to use his/her Institute experience to contribute to school and community prevention.
3. has not previously attended the Teenage Institute.

APPLICATION PROCEDURE

All regional and local alcoholism programs of the Ohio Department of Health, all Ohio high school guidance counselors and student councils, and Ohio PTA district directors have promotional and application materials. If you know of a student who would be a good candidate, contact the Regional Council on Alcoholism at 391-5805.

EXPLORING KNOWLEDGE AND OPINIONS ABOUT THE USE AND MISUSE OF ALCOHOL

This survey is suggested as an introduction to the alcohol education unit. It would help the teacher assess how much knowledge the students have concerning the use and abuse of alcohol. At the same time, students will begin to consider their attitudes and decisions regarding the use of alcohol.

This is not a test. We only want to learn how students feel and think about some important things. We respect your honest opinion and your answers.

Read each statement carefully and then answer as quickly as possible. Do not spend too much time on any one question, but be certain to answer all of the questions.

Please do not discuss the questions or answers while you are completing this survey.

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Check the True column if you think the statement is true, the False column if you think it is false, and the Uncertain column if you are uncertain.

	True	False	Uncertain
1. The chemical action of alcohol on the nervous system is similar to that of anesthetics.	☐	☐	☐
2. Alcohol is a drug.	☐	☐	☐
3. Alcoholism is an illness.	☐	☐	☐
4. Alcoholism is not treatable.	☐	☐	☐
5. Alcoholism can be found in all age groups.	☐	☐	☐
6. Most alcoholics are "skid row bums."	☐	☐	☐
7. Research shows that alcoholism is decreasing among the female population.	☐	☐	☐
8. At least one half of the people of legal age in our country drink alcohol.	☐	☐	☐
9. Cirrhosis of the liver can be caused by excessive use of alcohol.	☐	☐	☐
10. It is impossible to measure the concentration of alcohol in the body.	☐	☐	☐
11. Alcoholics often suffer from poor nutrition.	☐	☐	☐
12. The use of a small amount of alcohol can make driving hazardous.	☐	☐	☐
13. Blacking out is a warning sign of alcoholism.	☐	☐	☐
14. Alcoholics Anonymous helps the alcoholic, but there are no organizations which specifically help the family of an alcoholic deal with alcoholism.	☐	☐	☐
15. Eating food while drinking slows down the process of intoxication.	☐	☐	☐
16. Excessive use of beer alone is sufficient to lead to alcoholism.	☐	☐	☐
17. Drinking several cups of black coffee will help an intoxicated person get sober.	☐	☐	☐
18. Every alcoholic usually affects at least four other people.	☐	☐	☐
19. The combination of alcohol with other drugs is potentially very dangerous.	☐	☐	☐
20. About half of all fatal motor vehicle accidents involved a drinking driver.	☐	☐	☐

Read each of the following statements and circle the number which corresponds most closely to your feelings about it.

	Strongly Agree	Mildly Agree	Undecided	Mildly Disagree	Strongly Disagree
1. A person who cannot control his drinking is not worthy of respect.	1	2	3	4	5
2. A person with problems is entitled to drink.	1	2	3	4	5
3. Drinking is a very good way for a person to relax at a party.	1	2	3	4	5
4. A person who does not drink is usually not much fun.	1	2	3	4	5
5. If a person becomes an alcoholic, his family should no longer feel any responsibility for him.	1	2	3	4	5
6. People should not be held responsible for things they do when they are drunk.	1	2	3	4	5
7. A high school athlete should be removed from the team if he is caught taking a drink.	1	2	3	4	5
8. It is unfair that adults can drink legally, but teenagers cannot.	1	2	3	4	5
9. A young person would be embarrassed if his friends were to see his mother drunk.	1	2	3	4	5
10. A good host should always make sure his guests have enough to drink.	1	2	3	4	5

Read each situation carefully. Check the response which most closely represents the action that you would take. Check ONLY ONE response for each situation

SITUATION NO. 1

A good friend is drinking at a party you are attending. At the end of the party, you notice that your friend is obviously drunk. You realize that he intends to drive home alone. His car keys are on a counter nearby. You are sober.

Assuming you may legally drive in this situation you would **most** likely:

_____ Ignore the situation

_____ Ask your friend if he is able to drive and then leave what follows up to him.

_____ Tell him that he should wait until he sobers up before driving.

_____ Offer to drive him home.

_____ Confiscate his keys first despite any possible objections from him and then decide who will drive him home.

SITUATION NO. 2

Your father has recently started drinking heavily. He has been drunk five or six times a week for the last two months. Your mother has had unpleasant arguments with him about this and she is very upset. Because of hangovers during the last two weeks, he has missed work or been late.

In this situation you would **most** likely:

_____ Try to forget about the whole problem.

_____ Stay away from home as much as possible.

_____ Talk to your mother about the problem.

_____ Try to discuss the problem with your father without arguing about it.

_____ Find someone who knows about treating alcoholism and discuss your father's problem with that person.

ALCOHOL USE – SELF - ASSESSMENT QUIZ

	True	False
1. I can drink more than most of my friends.	T	F
2. I have been "drunk" at least once a month in the past year.	T	F
3. I can drink 4 or 5 drinks without really feeling it.	T	F
4. I have blackouts (loss of memory about drinking experiences).	T	F
5. I often drink to forget my problems.	T	F
6. When I get drunk I tend to become a "different person."	T	F
7. I have been arrested for an alcohol-related charge.	T	F
8. I often drink alone.	T	F
9. I have missed some work because of my drinking.	T	F
10. I don't like this quiz because it hits too close to home.	T	F

NOTE:

There are no right or wrong answers to these questions. However, if you have circled as true (T) any of the ten items, stop for a moment and honestly ask yourself whether or not you might have a problem with alcohol! If so, ask for help - it is available.

Source: ESD No. 121 curriculum, "Here's Looking At You".

Regional Council on Alcoholism
TOPIC: DECISION MAKING/INFORMATION – Teenage Drinking

PAGE: 105
GRADE: Senior High School

Ready

The student will appreciate the complexity of the reasons behind drinking-related decisions they and others must make now and in the future. The student will be able to list several factors that influence drinking-related decisions.

Set

I will use this activity to help students:

- ☐ *develop self-concept*
- ☒ *improve decision-making ability*
- ☐ *clarify attitudes and values*
- ☒ *increase knowledge*
- ☐ *improve communications*
- ☐ *learn or improve health skills*
- ☒ *develop social responsibility*
- ☐ *other (please designate)* ______

Go

RESOURCES	ACTIVITY	EVALUATION
35mm Filmstrip: "Teenage Drinking -Alcohol Abuse & Alcoholism:" Available at the Regional Council on Alcoholism 391-5805 **Filmstrip** Part I: "The Alcohol Abuser" **Stories** "The Older Brother" p. 109 "The Slumber Party" p. 108	(This activity takes two periods) 1. Obtain copy of the 12 minute filmstrip from the Regional Council (391-5805) and set up before class. 2. Introduce the lesson with a statement like, "Today we are going to explore the factors that can influence our own and others' decisions about drinking. We will have a buzz group session, see a filmstrip on teenage drinking, and share our ideas and opinions about drinking-related decisions at the end of the class." 3. Pass out copies of "The Older Brother" and "The Slumber Party." You may elect to have the girls in your class complete "The Slumber Party" and the boys do "The Older Brother." Instruct the students to read the instructions and complete the handouts. 4. Take a class poll on the number of students who rated each item responsible and irresponsible. Discuss reasons for ratings.	**COMMENTS OR SUGGESTED CHANGES** *Teacher evaluation of activity. Please circle:* 5 Wow! 4 Above Average 3 Average 2 Below Average 1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** If 71% of the 18 and over population in the U.S. are drinkers, what do you think are the influences that are built into the social structure of life in our country that leads to this high percentage of drinkers?
ART Create in charcoal, pastels, or collage, a symbolic representation (realistic or abstract) of a young person making a choice about alcohol use.	**SPELLING**	**MATH** Construct a hypothetical mathematical expression for factors that might contribute to a person's decision to avoid alcoholic beverages entirely. Students can use their imagination to create symbols and relationships or functions. (See p.)
SCIENCE	**WRITING** Write a poem about deciding to drink or not to drink based on one of the following two poems. "The Road Not Taken" By R. Frost The "To Be, Or Not To Be" soliloquy of Hamlet in the play of the same name.	**HISTORY** Obtain the slide show, "Alcoholism: Yesterday, Today, and Tomorrow", from Regional Council on Alcoholism office (Phone: 391-5805). Show and discuss from a historical perspective.
LANGUAGE ARTS (oral discussion) Students brainstorm popular slang expressions for being drunk. e.g. "Smashed." Discuss how they describe the effects of the phenomenon they are intended to represent (i.e. intoxication) and how they become part of our popular speech.	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** LIBRARY Read and report in oral or written form on the book by Morris Chafetz, **Why Drinking Can Be Good For You.** Or an alternate selection: "Thinking ing About Drinking" (Pamphlet available from the Regional Council on Alcoholism.)

NEXT CLASS PERIOD

1. Review the learning activities and findings from the last class.

2. Introduce the filmstrip with a statement such as "Some choices are not so simple. Choices about if, when, where, how much, and with whom one should drink are very complex. Let's watch a filmstrip now and look for the information about, and attitudes toward drinking that affect decisions we make about it."

3. After viewing the filmstrip, divide the class into several "buzz groups" of about six students each. Give each group a large sheet of newsprint paper and a marker (or assign a recorder for each group). Instruct the groups to list as many responses as possible to the question "What attitudes and information influence decisions about drinking - according to the filmstrip?" Tell them to take five minutes.

4. Have each group report their findings.

Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

THE SLUMBER PARTY

1. Ann is spending the night at Cathy's house. Cathy is 17, and her parents are away for the week-end. Ann notices the well-stocked liquor bar and suggests that they make themselves a drink.

Responsible ______ Irresponsible ______

Why?

2. Cathy refused, knowing that her parents would not approve.

Responsible ______ Irresponsible ______

Why?

3. Ann begins to tease Cathy about being a coward and even offers to take the blame if they are caught.

Responsible ______ Irresponsible ______

Why?

4. Cathy pours a drink for Ann but not for herself.

Responsible ______ Irresponsible ______

Why?

Source: ESD No. 121 curriculum, "Here's Looking At You".

PLEASE?
BEER
RESPONSIBLE?
IRRESPONSIBLE?

Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

THE OLDER BROTHER

1. Mark who is 16, asks his older brother, Rick, who is 22, to buy a case of beer for him and his friends.

Responsible ______ Irresponsible ______

Why?

2. Rick agrees to buy the beer on the condition that Mark doesn't drive after drinking.

Responsible ______ Irresponsible ______

Why?

3. Mark promises not to drive.

Responsible ______ Irresponsible ______

Why?

4. Rick buys the beer.

Responsible ______ Irresponsible ______

Why?

5. Mark drives home that night from his buddy's house after drinking 3 beers. disregarding his promise.

Responsible ______ Irresponsible ______

Why?

Source: ESD No. 121 curriculum, "Here's Looking At You".

Regional Council on Alcoholism
TOPIC: SELF-IMAGE/COPING – **Sarah T.**

PAGE: 110
GRADE: Senior High School

Ready

The students will be able to identify, express, and understand appropriate expression of feelings and the kinds of situations which can produce them. They will see that actions and appearances can be a key to the feelings.

Set

I will use this activity to help students:

☒ *develop self-concept*
☐ *improve decision-making ability*
☒ *clarify attitudes and values*
☐ *increase knowledge*
☐ *improve communications*
☐ *learn or improve health skills*
☐ *develop social responsibility*
☐ *other (please designate)* ______

Go

RESOURCES

Wagner, Robin
Sarah T.,
Portrait of a Teen-age Alcoholic
(Ballantine Books)
$1.50

Headline Guide Sheet
p. 113

Self-Esteem
Evaluation p. 114

Role Playing
Situation

ACTIVITY

SARAH T.

How do you feel when you're really totally alone? Picture your home and all the special things in it that you love. Think of your favorite parent (everyone has a favorite). Now picture yourself moving to a new city without your favorite parent, without your friends, without your identity. How would you feel in a school where everyone seems to fit in except you? Picture a life of total alienation.

Living is relating to other people, events, and all **environmental stimuli,** Reading is a process of relating your life and all your experience to a written page. **The more you bring to a book, the more you will get from the reading.**

RELATING

This is a series of exercises that will help you relate to the reading of **Sarah T.**

You will keep a notebook of written responses to all the questions you are given on the story. As you read you will hopefully discover in yourself more self-awareness and a better grasp of human problems.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Attitudes are often formed by the newspapers we read. The following headlines appeared in selected newspapers. Study the headline, write the key words from it, define how it made you feel and relate that feeling to a value you hold. (See Headline Guide Sheet attached)
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING** Read the story "Laurie." Evaluate the behavior of Laurie, Bill, her mother, father, friends, the doctor. Give reasons why you approve, are neutral, or disapprove. Use this exercise as a discussion guide for expressing attitudes. See p. 116	**READING**
LANGUAGE ARTS (oral discussion) See p. 117 for role playing situations 1, 2, and 3.	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________________

1. Many of you entered high school this year. How did you feel if you came from a mostly black or mostly white school and are now in an integrated school?

2. Think of your family. Has anyone ever left it? e.g., divorce, a sister or brother getting married, someone going to college, someone moving out and getting an apartment, or someone dying? How did you feel? Discuss how the feeling changed as time passed. You can also think about losing a friend or a pet.

3. When you are in an uncomfortable situation what do you do? How do you react? Do you light up a cigarette? get nasty? get shy? walk out? try to cope? How do your friends cope in similar situations?

4. If you have a friend who has a problem what do you do? What role do you play? Are you an advisor? a sympathizer? a negative reactor?

After reading **Sarah T** and completing your log, take the "Self-Esteem Evaluation" and share it with a person you trust.

Source: Karel Lojowski, Cleveland Heights High School.

HEADLINE GUIDE SHEET

1. Alcohol Can Harm Fetus, Professor Says.
2. Nobody To Turn To – When One Drink Is Too Many And 100 Is Not Enough
3. Alcoholism High In N.Y. Schools (12% of Pupils)
4. Women Alcoholics Growing In Number
5. Drunken Driving Plagues Hungary
6. Alcoholism Admissions High In Mental Hospitals
7. British Scotch Sex In Booze Ads
8. Treatment Of Alcoholics Seen As Saving $8 Million
9. Business Can Get Help For Employees' Alcoholism
10. Alcohol And Congress: A Sobering Problem

HEADLINE	FEELING	VALUE YOU HOLD
1. Harm Fetus	Fear	Cherish life

MEASURING YOUR SELF–ESTEEM

Instructions: Read the statement and mark an X in the appropriate blank to indicate if the statement is always, often, sometimes, or never true of you.

Always	Often	Sometimes	Never		
				1.	I do my own thinking and make my own decisions.
				2.	I justify or rationalize my mistakes and defeats.
				3.	I experience envy, jealousy, or suspicion.
				4.	Losing causes me to feel "less than."
				5.	I let others be "wrong" without attempting to correct them.
				6.	I am overly concerned about what others think of me.
				7.	I am free of guilt, shame and remorse.
				8.	I feel vulnerable to others' opinions, attitudes, and comments.
				9.	I am prejudiced toward religious, racial or ethnic groups.
				10.	I tend to look down on my own achievements and talents.
				11.	I willingly accept the consequences of my actions.
				12.	I exaggerate and lie to maintain a desired image.
				13.	I feel warm and friendly toward all people.
				14.	I feel inadequate to handle a new or changing situation.
				15.	I freely express love, hostility, joy, anger.
				16.	I am belittling or critical of others.
				17.	I am poised and comfortable with new people.
				18.	I try hard to please people.
				19.	I speak up for my own opinions and convictions.
				20.	I need the recognition and approval of other people much more than I think I should.
				21.	I anticipate new endeavors with a positive expectancy and confidence.
				22.	I brag about myself and my achievements.
				23.	I accept my own authority and do what I think is right.
				24.	I am embarrassed by the actions of my family or associates.
				25.	I accept compliments and gifts without embarrassment.

GREAT REPORT.
THANK YOU.

Adapted from ESD No. 121 curriculum, "Here's Looking At You".

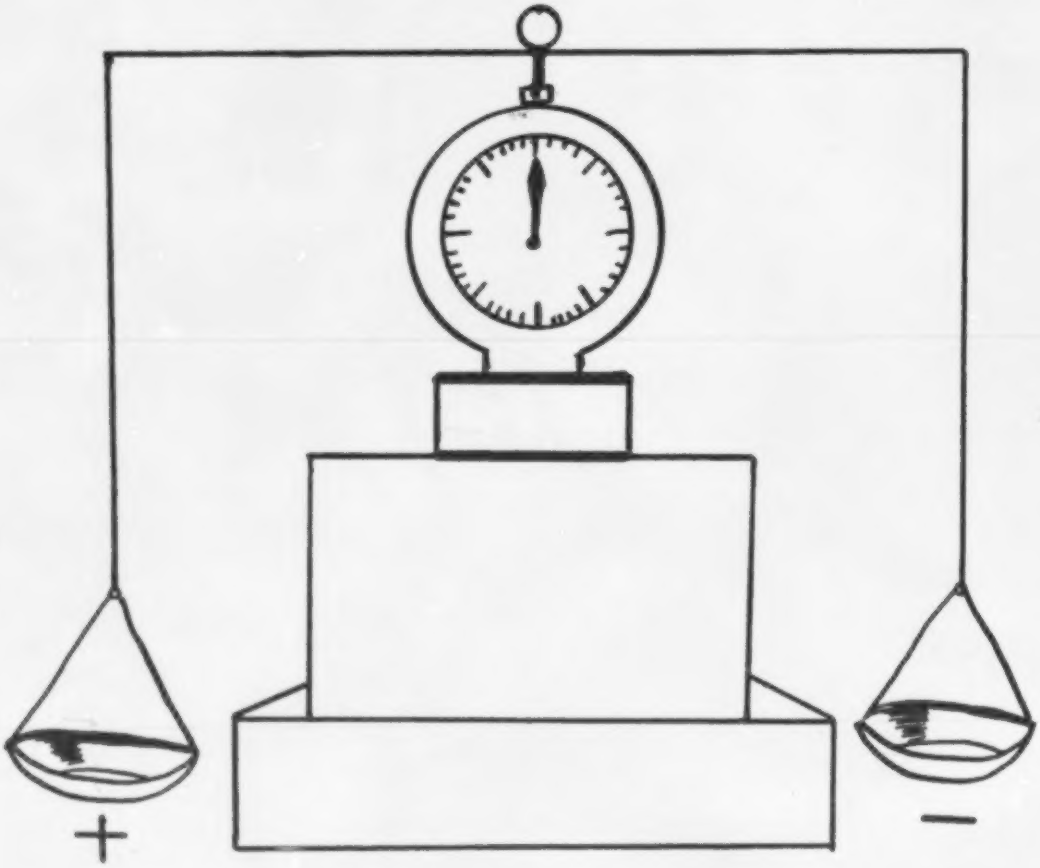
MEASURING YOUR SELF–ESTEEM (Continued)

To Determine Your Score:

Assign each of your responses a value as follows:

Always = 4
Often = 3
Sometimes = 2
Never = 1

Next, add the values for each of the following statements and place the total on the left side of the scales: Statements No. 1, 5, 7, 11, 13, 15, 17, 19, 21, 22, 23, 25. Take the values you assigned in all other questions and place the total on the right.



LAURIE

Laurie, a sixteen year old junior in high school, is under a great deal of pressure at home; her parents' aspirations for her are greater than what she believes are her abilities. Her doctor told her she needed to relax, and he prescribed some tranquilizers, but they made her sick. A friend suggested a drink would help her relax, and for the last six months she has been drinking heavily.

She has come home drunk a number of times. Her father becomes quite upset in these situations and insists that she stop drinking. Her mother says that Laurie is under a great deal of pressure and she needs to drink, but Laurie needs to control her drinking. Her mother suggests Laurie join her parents for cocktails in the hopes that she will stop drinking outside the house.

Her boyfriend Bill is worried about her drinking, but he must admit she is more fun when she has been drinking. He alternates between lecturing her and getting drunk with her. Her three best friends have all adopted different approaches. One girl has stopped seeing Laurie because of her drinking, another has gone to Laurie's guidance counselor to try to get Laurie help, and a third has just tried to be there when Laurie needs her, but never mentions Laurie's drinking to her.*

*See writing activity on page 111

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ROLE PLAYING SITUATIONS

1. You are at a party where everyone is drinking. Five of you have come together, and it is time to leave. The driver is obviously drunk, but insists on driving. Three of the passengers are willing to go, but one is not.

Volunteers: 1 driver
3 willing passengers
1 unwilling passenger

Caution: Tell them not to act drunk, but to behave normally.

After the role playing, discuss the situation. If the discussion lags, here are some possible questions.

a. Is it rude not to ride with a drunken driver?
b. Is the host responsible for a drunken driver?
If so, how?
c. Why would someone drink and drive?
d. Should legal penalties for drunken driving be lessened? Increased?

2. Debbie discovers the place in the closet where her father hides his bottle. The father is just entering the room as she closes the door.

3. Chris is attending a party at a friend's house. The host suggests drinking some of his parents' liquor. There are no adults present.

ESD No. 121 curriculum, "Here's Looking At You."
TOPIC: ALCOHOL INFORMATION – "Chalk Talk"

PAGE: 118
GRADE: Senior High School

Ready

The student will be able to identify the physical and behavioral effects of alcohol on the body.

Set

I will use this activity to help students:

- ______ *develop self-concept*
- ______ *improve decision-making ability*
- ______ *clarify attitudes and values*
- __X__ *increase knowledge*
- ______ *improve communications*
- ______ *learn or improve health skills*
- ______ *develop social responsibility*
- ______ *other (please designate)*
- ____________________

Go

RESOURCES	ACTIVITY	EVALUATION
Film- "Chalk Talk on Alcoholism" (44 min.) Available from Regional Council on Alcoholism (391-5805) See diagrams in Junior High section.	1. Introduce the film as one that was designed for use with people working in the alcohol field. At some points within the film, terms may be used or situations referred to that students are unfamiliar with. Ask students to note any such points. Also ask students to look for effects of alcohol that the film points out and any interesting new things they learned from viewing the film. 2. Show the film to the class. 3. At the conclusion of the film use the following questions to generate discussion: a. What points did the film make that were new and of interest to you? b. What are the behavioral effects of alcohol? c. In what order are the brain functions affected? What implications does this order have on performing tasks like driving? d. What did Father Martin say about Americans' attitudes about drinking? e. Are there terms in portions of the film which you didn't understand? f. Were there statements made in the film that you question? (Ask for volunteers or appoint students to research these questions if answers are not available.)	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle.

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
		Have students research how alcohol is used in other cultures and attitudes that exist in those cultures toward drinking.
LANGUAGE ARTS	**PHYSICS**	**MATH**
		Analyze the similarities between alcohol and ether.
BIOLOGY	**HOME ECONOMICS**	**CHEMISTRY**
	Discuss the use of wine with meals. Try to identify the reasons why people use wine before meals.	
PSYCHOLOGY	**DRAMA**	**OTHER** ________________

Regional Council on Alcoholism
TOPIC: ALCOHOL INFORMATION – Drinking and Driving
PAGE: 120
GRADE: Senior High School

Ready

The students will know the Ohio laws pertaining to the use of alcoholic beverages by minors, the effects of alcohol on driving skills, and the relationship between laws and public safety.

Set

I will use this activity to help students:

- ☐ *develop self-concept*
- ☐ *improve decision-making ability*
- ☐ *clarify attitudes and values*
- ☒ *increase knowledge*
- ☐ *improve communications*
- ☐ *learn or improve health skills*
- ☒ *develop social responsibility*
- ☐ *other (please designate)*

Go

RESOURCES

Film: "Under The Influence" Available from Regional Council on Alcoholism.

Teenage Drinking Quiz. p. 122

"Know Your Limit" cards.

ACTIVITY

Note: **This activity will take more than one class period to complete.**

1. Take "Teenage Drinking Quiz" on following page. Discuss answers. Distribute "Know Your Limit" cards.
2. Show film, "Under the Influence." Have students comment on film.
3. Explain/define a continuum, and then describe two extremes. Ask everyone to place him/herself on the continuum. (Literally to stand on an imaginary line from one end of the room to the other.)
4. Repeat above, using the following statement: What is your attitude toward bars and stores that sell to minors (anyone under 18)?
   Totally all right ______________________ Completely wrong.
5. After everyone is in the position of his/her choice, ask each person to share the reasons for the choices made. (Avoid placing your own values into the situation.
6. Repeat if time permits, with the following statement: What should be the policy of community organizations (YMCA, recreation departments, schools, community centers, etc.) on the use of alcohol in their buildings?
   No Way ______________________ Nothing Wrong.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION

MUSIC

Identify lyrics in contemporary music (rock, folk, county western) which relate to alcohol and/or drug use, (e.g. "Demon Alcohol" The Kinks, "Lucy In The Sky With Diamonds," "Tonight's The Night" – Rod Stewart, "Frankie and Johnnie") Discuss some of the messages in these songs.

Reference: Chalfant, H. Paul and Beckley, Robert E. "Beguiling and Betraying: The Image of Alcohol Use in County Music." **Journal of Studies on Alcohol**, 38:7, 1977.

SOCIAL STUDIES

LANGUAGE ARTS

MATH

Compute the estimated costs of D.W.I. offenses in your county, including fines, court costs, insurance, vehicle damage, etc.

BIOLOGY

WRITING

Students write editorials (pro or con) on the use of alcoholic beverages at school functions.

READING

PSYCHOLOGY (oral discussion)

LANGUAGE ARTS (drama and role-playing)

OTHER ____________________

TEENAGE DRINKING QUIZ

T F 1. It is against Ohio law for anyone but his own parents, legal guardian or physician to give intoxicating alcoholic beverages to a person under the age of 21.

T F 2. If you are underage and try to buy a drink, there is no violation of Ohio law if the sale is refused.

T F 3. An underage person can have his driving privileges suspended if he uses a false driver's license to buy a drink.

T F 4. A person under the age of 18 who pays for a beer is subject to punishment by juvenile court.

T F 5. An 18-year old who tries to buy wine can receive a fine and up to six months in jail.

T F 6. A record of being convicted for breaking the law, such as for illegal drinking, usually has no effect on a person's chances of getting a job or getting into college.

T F 7. Persons under 18 can work in a distillery, brewery, and other places where malt or alcoholic liquors are manufactured, packed, wrapped or bottled.

---- 8. Under Ohio law, a person can drink, at age 18:
A. "high" beer and wine a B. 3.2% beer

---- 9. Under Ohio law, a person who is 18 can handle and sell:
A. wine, liquor or "high" beer in sealed containers B. cocktails by the glass

---- 10. Under Ohio law, a person can drink hard liquor at:
A. age 19 B. age 20 C. age 21

ANSWERS:

1.T 2.F 3.T 4.T 5.T 6.F 7.F 8.B 9.A 10.C

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Regional Council on Alcoholism
TOPIC: COPING – "Alcohol, Youth, and the Law"

PAGE: 123
GRADE: Senior High School

Ready

Students will consider the different attitudes of youth and adults to legal restrictions of teenage drinking.

Set

I will use this activity to help students:

___ *develop self-concept*
___ *improve decision-making ability*
_X_ *clarify attitudes and values*
___ *increase knowledge*
___ *improve communications*
___ *learn or improve health skills*
_X_ *develop social responsibility*
___ *other (please designate)*

Go

RESOURCES

"Alcohol, Youth, and the Law"
p. 125

"A Poem to Parents."
p. 126

ACTIVITY

1. Distribute copies of "Alcohol, Youth, and the Law."
2. Select students to play the characters. Give them a minute to think about their attitude toward drinking. Tell them to act consistently with this attitude throughout the role play. Start action and allow 5-10 minutes.
3. Ask for comments from the audience before allowing the actors to respond.
4. Direct discussion to areas you think are relevant. Here are a few suggestions:
   a. What were the feelings of each character?
   b. Was the "problem" solved?
   c. How did the illegality of serving alcohol to minors affect the action?
   d. What would you have done if you were Lola? Danielle? Mr. or Mrs. Jefferson? Mrs. Contrell?

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity.
Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** SIMULATION: Form a student panel of 5 members to draft legislation controlling a new substance that increases the intelligence of 50% of the people who use it and permanently damages the hearing of the other 50%. What issues are involved?
ART	**SPELLING**	**MATH** Pass out "Know Your Limit" cards. Have students calculate Lola's Blood Alcohol Level in the story. What would it be if she were 120 lbs? 200 lbs? Calculate your own limit and that of your parents.
SCIENCE	**WRITING** Your 16 year old daughter is going out with a man 7 years older than she. Last night, he took her to a disco where she proceeded to get very drunk. She used a fake ID that he had given her. What would you do if anything? Put your thoughts into a letter.	**READING**
LANGUAGE ARTS (oral discussion) Have students read the poem "To Parents" and assume it is written by a teenager who drinks a lot and whose parents disapprove. Discuss.	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ____________________

"ALCOHOL, YOUTH, AND THE LAW"

Danielle, who is seventeen, wants to have a party for her friends at school. Thinking that no one would want to come unless drinks were served, Danielle persuades her parents to allow her to buy two cases of beer for the party.

Mr. and Mrs. Jefferson are somewhat uncomfortable with the idea, but Danielle insists she will keep things under control - and so, they agree. Both parents are moderate drinkers and hold the following attitudes. It's better to have the kids drinking where they can keep an eye on them. A good way to prevent drinking problems is to remove the "forbidden fruit" aspect of alcohol and to make it a casual social activity. Since their parents allowed them to drink at home and they turned out all right, it is all right to make Danielle happy by allowing her to serve beer.

The party is held on Saturday night, Everyone appears to have a good time. However, there are a few problems. Tanya's feelings are hurt because J.J. has four beers and flirts with her best friend most of the night. Michael and Reggie almost get into a fight over whose reefer is stronger, but otherwise things are cool.

Later that night a more serious situation arises. Lola Contrell, who just had three beers at the party, is met by her mother when she gets home to the apartment. She suspects that Lola has been drinking and is very angry. Mrs. Contrell does not drink at all and has forbidden her daughter to do so. Mrs. Contrell feels that alcohol is nothing but trouble because she had an alcoholic father. She remembers how hard it was to keep the family going after her parent's divorce. In her own defense, Lola points out that everyone was drinking and Mr. and Mrs. Jefferson approved.

Mrs. Contrell is extremely angry about the whole situation and phones the Jeffersons the next day to let them know she is coming over with her daughter after work to have it out.

Mrs. Contrell knows that it is unlawful for the Jeffersons to furnish alcohol to minors who are not their own children. Mr. and Mrs. Jefferson are not sure what to expect from the showdown.

The roles are:

Mrs. Contrell
Lola
Mr. Jefferson
Mrs. Jefferson
Danielle

A POEM TO PARENTS

Why do they do it?
What pleasure do they get
by giving us hell?
Don't they understand
what we are going through?
Were they somehow excluded
from those years of turmoil
In the complicated
cycle of life?

Why do they say
"We understand"
When they don't?

Why do they ask us to talk
to them?
Don't they realize
the reason
we won't
is because we will
be forever
condemed
for what we say
in confidence
and hope?

We need this time
to search and explore
to reason and find out
to be or not to be.
We don't want to be told
who our friends should
or should not be;
We want to decide
for ourselves.

No
This is our time
Don't try to
help
You must realize
that we will
rebel
because each of us
is
an individual.
Don't tell us what to do
who to be
how to behave
Let us be us
and we shall find
ourselves.

Written by a tenth grade student who wishes to remain anonymous.

Regional Council on Alcoholism
TOPIC: COPING/DECISION-MAKING – What Would You Do?

PAGE: 127
GRADE: Senior High School

Ready

The student will apply knowledge and decision-making skills in a simulated situation designed to extend a videotaped scenario.

Set

I will use this activity to help students:

______ *develop self-concept*
__X__ *improve decision-making ability*
______ *clarify attitudes and values*
______ *increase knowledge*
______ *improve communications*
______ *learn or improve health skills*
__X__ *develop social responsibility*
______ *other (please designate)*
____

Go

RESOURCES

Videotape vignettes are available through Regional Council on Alcoholism.

Videotape deck and monitor: (not available through Regional Council on Alcoholism.)

"What Would You Do?" Situations p. 129

ACTIVITY

1. Obtain school videotape equipment. Set-up and test equipment before class.
2. There are three vignettes on the tape. You will have time to show, discuss, and conduct a simulation based on only one of them per class period.
3. Introduce the activity to the students as a means of taking what we have learned about our own values and attitudes toward drinking-related behavior and applying it to a situation similar to one we might encounter in real life.
4. Show the vignette you have selected to the class. The vignettes are open-ended to stimulate students' thinking.
5. Guide a general class discussion of how the taped situation could be resolved.
6. Select one means of solving the situation on the tape and set up a simulation, using acting talent from the class to demonstrate how it might be done in real life. Run the simulation for a few minutes (no more than five.)
7. Process the performance with the students, making sure to allow the actors and actresses time to talk about how it felt being in the roles they were acting.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
ART	**SPELLING**	**MATH**
SCIENCE	**WRITING** Write alternative decisions for each situation presented in "What Would You Do?" p. 129	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ______________________

WHAT WOULD YOU DO?

Instructions: Write alternative decisions you could make for each situation.

SITUATION I

1. Jane is attending a party where drinks are being served. Jane is 17 and does not believe in drinking. In your opinion what are 3 different things she might do.

1 2 3

SITUATION II

2. Bob is 17 and attending a party at a friend's house. He drinks at home but does not usually drink outside of his home. At this party, the host suggests taking some of his parents' liquor. There are no adults present. What should Bob do?

1 2 3

SITUATION III

3. A mother learns for the first time that her son, a well-respected high school athlete was picked up by the police for being drunk but was not arrested. The mother has just heard the news over the phone. What should she do?

1 2 3

Regional Council on Alcoholism
TOPIC: DECISION-MAKING – Advertising Company

GRADE: Senior High School

Ready

The students will be able to list the characteristics of low-risk drinking, and will learn to develop teamwork. They will become aware of the impact of advertising on the use of alcoholic beverages in our society.

Set

I will use this activity to help students:

- ☐ *develop self-concept*
- ☒ *improve decision-making ability*
- ☒ *clarify attitudes and values*
- ☒ *increase knowledge*
- ☐ *improve communications*
- ☐ *learn or improve health skills*
- ☒ *develop social responsibility*
- ☐ *other (please designate)* __________

Go

RESOURCES

Magazine ads that show moderate drinking.

Large sheets of paper, crayons, markers, etc.

"Social Drinking" brochures. Products Division – U.S. Jaycees.

ACTIVITY

Advertising Company (This may take two class periods)

1. Set the environment and prepare the students by telling them they have just been hired as consultants to an advertising company.
2. Form teams of 3-5 people, and give each team a large sheet of paper, some crayons or art supplies.
3. Discuss low-risk drinking, using brochure and ads as references.*
4. Explain that after the teamwork of making a billboard, there will be further discussion.
5. Ask each team to make a billboard as if they were an advertising company with a client who wanted a billboard with a message about "Moderate Drinking." Assign each team a different client.
   A wine company
   A beer company
   A whiskey company
   A billboard directed toward the holiday season
   A drinking and driving campaign
   Being a good host/hostess
6. Post the completed billboards and have a short clarifying discussion of the message.

*or information from "The Way We Wish We Were" on p. 6.

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES** Students research impact of subliminal advertising on the public. Teacher reference: **Subliminal Seduction** (available in paperback).
ART Students design bottle labels for imaginary alcoholic beverages, incorporating a warning label message on label.	**SPELLING**	**MATH**
SCIENCE	**WRITING** Students write letters to major liquor industries encouraging responsible advertising practices, commenting on recent ads, etc.	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)** Students write and present 60 second television commercials for low-risk use of alcoholic beverages.	**OTHER** ____________________

Regional Council on Alcoholism
TOPIC: SELF-IMAGE – Uprooting Stereotypes

PAGE: 133
GRADE: Senior High School

Ready

The students will consider the use of stereotypes in describing the drinking of ethnic and religious groups.

Set

I will use this activity to help students:

X *develop self-concept*
___ *improve decision-making ability*
X *clarify attitudes and values*
___ *increase knowledge*
___ *improve communications*
___ *learn or improve health skills*
X *develop social responsibility*
___ *other (please designate)*
___

Go

RESOURCES	ACTIVITY	EVALUATION
"Uprooting Stereotypes" p. 135	1. Discuss meaning of stereotype, and ask for examples.	
	2. Distribute "Uprooting Stereotypes" and have students match stereotypes to ethnic and religious groups.	
	3. Consider the harmful effects of any of these stereotypes and what can be done to overcome these.	
	4. Ask students to watch any favorite TV programs and look for examples of stereotyped drinking behavior. Name program, give date and time, and write brief description of the stereotype shown.	

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5	Wow!
4	Above Average
3	Average
2	Below Average
1	Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC**	**SOCIAL STUDIES**
	Use any popular tune and write lyrics debunking any of the drinking stereotypes.	
ART	**SPELLING**	**MATH**
Make a collage of liquor advertisements, showing sterotypes of what the wealthy, the adventurous, the sexy, etc. like to drink.		
SCIENCE	**WRITING**	**READING**
	The stereotype of the alcoholic is the skid row bum. Only 3% to 5% are found there. Write a character sketch of a person using stereotypes, then write another description of the same person avoiding use of any stereotypes.	
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ____________________

UPROOTING STEREOTYPES

"Stereotype - a fixed or conventional expression, notion, or mental pattern".

This is **Webster's New World Dictionary** definition of stereotype. TV often presents stereotypes about people and their use of alcohol. Students often mistakenly identify with these stereotypes. Match the letter of the ethnic or religious group to the drinking stereotype of the left.

1. ______ Drinking moonshine
2. ______ Sombreros, siestas, and tequila
3. ______ Standing on the corner with a bottle of wine in a paper bag
4. ______ Getting drunk on firewater
5. ______ In a cafe eating bread and cheese, drinking wine at every meal
6. ______ Singing ballads and drinking too much whiskey in pubs
7. ______ Using wine only for religious ceremonies
8. ______ Eating, talking, drinking chianti around the dining room table
9. ______ Drinking martinis at the country club
10. ______ One - fifty - one rum.

A. American Indians
B. Puerto Ricans
C. Appalachian White
D. Irish
E. Blacks
F. Mexicans
G. Jews
H. Italians
I. WASPS
J. French

Regional Council on Alcoholism
TOPIC: COPING – Who Is The Typical Alcoholic?

PAGE: 137
GRADE: Senior High School

Ready

Students will develop empathy for teenage victims of alcoholism and appreciation of cultural differences and similarities by reading and discussing transcripts of interviews with teenage alcoholics.

Set

I will use this activity to help students:

- ______ *develop self-concept*
- ______ *improve decision-making ability*
- __X__ *clarify attitudes and values*
- ______ *increase knowledge*
- __X__ *improve communications*
- __X__ *learn or improve health skills*
- ______ *develop social responsibility*
- ______ *other (please designate)* ______

Go

RESOURCES

First Aid Kit for Friends of Teenage Alcoholics p. 142

Franklin's Story
p. 139

Carlo's Story
p. 139

Shirley's Story
p. 142

ACTIVITY

1. Pass out copies of the stories. If you plan to use all three, you may need to use two class periods for this activity.
2. Before students begin to read, pose this question: "What would it be like to be a friend of a teenage alcoholic?" Allow time for class discussion.
3. Have students read the story and reflect in silence for a few minutes.
4. Conduct a general class discussion on the story. These questions are suggested:
   a. Do you think the person in the story is an alcoholic?
   b. What conditions may have contributed to his/her drinking?
      N.B. – Although excessive drinking may be stimulated by emotional stress, alcohol addiction (i.e. alcoholism) is a condition wherein a person drinks because he or she is addicted. Many times an alcoholic person will drink when things go well and when things go badly. Alcoholism cannot be successfully treated by helping the alcoholic gain insight into why he/she initially began to abuse alcohol. You might make this clear to the students. In other words, they will be answering to the question above with "predisposing conditions" not "reasons why" the person became alcoholic.
   c. What would it be like to be the friend of any one of these people?
   d. Assuming he or she asked you for help, what could you do?
   e. Do you see similarities or differences in the stories?
5. Using the first aid kit, have students demonstrate how to help a friend. (optional)

EVALUATION

COMMENTS OR SUGGESTED CHANGES

Teacher evaluation of activity. Please circle:

5 Wow!
4 Above Average
3 Average
2 Below Average
1 Ugh!

SUGGESTED WAYS TO INCORPORATE THIS ACTIVITY INTO OTHER SUBJECT AREAS

PHYSICAL EDUCATION	**MUSIC** "Wake Up Everybody" – Harold Melvin and the Blue Notes, Philadelphia International Records, **"To Be Free to Be Who We Are."** Create a theme song for any one of the characters (with or without lyrics).	**SOCIAL STUDIES** Investigate alcohol's role in crime. Police departments are frequently willing to furnish students with this information.
ART Picture Franklin, Shirley, or Carlos as you imagine any one of them.	**SPELLING**	**MATH**
SCIENCE	**WRITING**	**READING**
LANGUAGE ARTS (oral discussion)	**LANGUAGE ARTS (drama and role-playing)**	**OTHER** ____________________

FRANKLIN'S STORY

On January 7, 1976, Franklin Washington (this is not the true name of the client) submitted to a taped interview regarding his present disposition. Franklin, sixteen, is presently on probation and must attend an alcoholism treatment program as part of his probation. The following statement is a collection of excerpts from an interview in which Franklin attempts to explain in his own words how his alcoholism progressed.

"The old lady, she was on the Welfare and she drank up all the money every month. We was always hidin' from some old landlord, or movin'. My grandmomma, she be bring us food sometime, but she didn't like to come over our house, causin' she real religious and stuff and she don't believe in drinkin', and her and my momma used to get in big fusses 'bout her drinkin' all the time . . . .

"I already had the taste for wine by then, caus' my momma would give me and brothers some sometime. I liked the way it made me feel, all warm inside when it was cold. In the summer, firs' you get hot from the firs' swallow, but then it would cool you off. It'd make you feel like laughin' and stuff too. You know, really feelin' kinda good, happy 'n stuff. I really started gettin' drunk or buttered when I was seven.

"These kids that lived across the street, they thought they was so much. When I come out, they would all start callin' me names and stuff. You know lik'n 'stink', 'happy head', 'n all that bull. So then I would come on the porch with a beer or some wine and when they'd see me drinkin' it, it would flip their minds. Sometimes I'd have a cigarette and sit back and really do it to death. That really messed with their minds. See caus' if'n their old high 'n mighty folks caugh' 'em smokin' or drinkin', they'd killed 'em. I guess I really did it becaus' they thought they were so much, causin' I didn't care whether they liked me or not, caus' I couldn't stan' 'em.

"I ain't never really had no frien's, an really never wanted none. Frien's are a hassle, anyway. They'll hustle you just like anybody else. I 'member one time I needed a dollar 'n seventy-nine cents. This old man I used to sell my goods to wouldn't even loan it to me on credit caus'n I didn't have no job. He know'ed I didn't have no job when I was gittin' all that hot stuff for him. Now I thought he was a tight buddy, but he was just like evry'body else, just usin' people. I almost cried. I felt so bad 'til tears swelled up in my eyes 'n I was hot all over. I promised myself then that no bod' was goin' ever make me cry again.

CARLOS' STORY

The following diologue is a section from an interview between a young, male alcoholic and his counselor. It seems that all alcoholics regardless of cultural heritage, sex, or age are faced with many obstacles on the road to recovery from alcoholism. One of the biggest hurdles is having to cope with situations sober instead of intoxicated. Another is having faith that as an alcoholic person one **can** recover from the illness despite the pessimism that our society holds about an alcoholic's chances of recovery.

Miguel: When was the last time that you drank?
CARLOS: Ah, two days ago.
Miguel: Two days ago. Did you drink a lot?
CARLOS: Not that much.
Miguel: How much?
CARLOS: A bottle of wine with my friend.
Miguel: You drank a bottle of wine with your friend. That's quite a lot. How many people? You and another person?
CARLOS; Just my friend, that's all.

Miguel: That's quite a lot you know. One bottle of wine for two people. You've been drinking a lot lately, right?

CARLOS: No.

Miguel: You haven't?

CARLOS: Not that much.

Miguel: Not that much? You used to drink more before?

CARLOS: I used to drink more before.

Miguel: How come you used to drink?

CARLOS: When I was a teenager, I used to get nervous, then I would drink and I would feel better.

Miguel: I see. You feel better when you drink? Your nerves are calm?

CARLOS: When I'm high, I don't get in trouble so much.

Miguel: I see. Is there any other reason why you might drink, other than feeling nervous or something? Any other problems, or something like that? And then you might decide to drink and the drinking might help you?

CARLOS: Sometimes when I feel a little lousy I drink so I can calm down.

Miguel: So you can calm down.

CARLOS: Yeh.

Miguel: Well, what about when you drink sometimes, do you think maybe you might do something that you might have no control of?

CARLOS: Like when I gotta talk to a girl, you know, I could do it real nice.

Miguel: (Laugh) I see. Did you ever talk to a girl about having to drink?

CARLOS: Yeh.

Miguel: How did it work out?

CARLOS: I was nervous.

Miguel: You were nervous, I see . . . . . O. K. What about any other problems that you might have that might cause you to drink?

CARLOS: Like when I'm doing something right my mother starts telling me that I'm not doing it right.

Miguel: That you're not doing something right?

CARLOS: And I'm really doing it right.

Miguel: So, she's very critical your mother?

CARLOS: Yes.

Miguel: You have to realize that your mother is raising you and there is no father. She is trying to do the best.

CARLOS: I know.

Miguel: She tends to be a little too critical?

CARLOS: Yes.

Miguel: I know what you mean. What about anything else that might cause you to want to drink or something? When you were attending school, did you drink, like outside with a friend or something?

CARLOS: No.

Miguel: You didn't drink in school?

CARLOS: No.

Miguel: What about any other situation where you drank?

CARLOS: When I am with my friends and they get sauced, I get sauced too.

Miguel: Then you are influenced, right?

CARLOS: Yes.

Miguel: Other than making you feel calm, making your nerves feel better, anything else that drinking does for you?

CARLOS: I feel a little more better and at peace. And if someone bothers me I don't feel the frustration. Sometimes you know, when I drink I throw up.

Miguel: So you throw up when you drink too much.

CARLOS: When I drink a lot, yeh.

Miguel: Do you feel you **have** to drink?

CARLOS: No.

Miguel: But you're used to drinking, right? It's part of life, right?

CARLOS: I'm not used to it, my muscles seem to relax.

Miguel: So you just sit around with your buddies and drink.

CARLOS: We don't just sit around, we like to be working in the daytime to make money. I like to help my mother out. I'm looking for work now.

Miguel: You are trying?

CARLOS: When I go out to look for a job my mother thinks I am going out to steal or do something bad.

Miguel: How do you feel when she says that?

CARLOS: I feel bad. My mother she makes me feel real bad.

Miguel: Then she is not helping the situation? She is too critical?

CARLOS: Yeh, she has got problems too. She sits around and talks about herself. She always [illegible]. When she gets mad she says things. She is getting worse.

Miguel: Do you think if you were working things would be a little different?

CARLOS: I don't know, maybe. Sometimes I feel like a bore.

Miguel: You feel like a bum, you say?

CARLOS: No, no, I feel bored.

Miguel: Oh, I see.

CARLOS: Sometimes I feel like I'm always gonna have this problem ....

SHIRLEY'S STORY

Many young people and adults have fixed ideas about who alcoholic people can and cannot be. This is especially true when it comes to young female alcoholics. The following excerpts are taken from letters written by a young woman who is struggling with two questions: "Am I an alcoholic?" and "If I am an alcoholic, what should I do about it?" The name of the young woman has been changed to protect her anonymity.

From an earlier letter:
"I'm not doin so good out here - - by myself. It's like I know I have a problem and I want help, but I like what I'm doin. Or so I think. As I sit here by myself I don't have any desire for it. But as soon as I get out and it's there I'm totally different. I don't even think about sayin no. In fact, just the opposite - - give me more. Mary told me every time it comes to me I'm supposed to think of how upset you or her would be. But when the time gets there that's the last thing on my mind. I better do something. . . . . ."

From a later letter:-
"I don't know what to say, except - - I'm scared. I don't look at my situation as a problem or an illness. For me, it's a part of life. I thought I did good opening up to my family (editor's note: "family" refers to a small discussion group experience at a retreat, not to Shirley's real family). I felt like a part of me was empty because I have never opened up like that to anyone. It's one thing to share something with people. But fear is a whole different story. I still have doubts. This is a whole new way of life for me. I just don't think I could do it again. Maybe if I had someone to go with me, but I can't go by myself.

I'm stubborn.

Mary might come up. If we can, we'll go to an AA meeting. I'm not strong enough to do it by myself.

Mary has been to an Alateen meeting. As far as I know, she plans to keep going. I think she fits in something like that - - unlike me.

Give me some time after school starts to see how things go. If it doesn't go as well as I'd like for it to then I will try an AA meeting.

I guess the hardest thing for me to accept is that I have a problem. And **other** people are alcoholics. When I believe I'm right there is no way to change my mind. Like I said, I'm stubborn. . . . . ."

A FIRST AID KIT
for friends of teenage alcoholics

It's driving you up a wall. You talked to them over and over about their drinking. You told them all you know about what alcohol does to their brain, their liver, and their breath. You told them about how their drinking is ruining their life and straining your relationship with them. You worried, nagged, scolded, ignored, drank with them, refused to drink with them, ridiculed them, shamed them, and made threats you didn't keep. And despite all this, they kept right on drinking. After repeated failures, you probably got frustrated, angry - sad - scared - depressed - confused (all at the same time).

If this sounds anything like what you've been through, you may have had a close encounter with one of the 3.3 million teenage problem drinkers in the United States.

WHY CAN'T THEY SEE THEY HAVE A PROBLEM?

Denial – One of the symptoms of the illness of alcoholism is denial. This means it's part of the nature of the illness to deny you have it. On some level your friend knows his or her drinking is abnormal, but the internal defense mechanism has built up a wall of rationalizations and excuses around the truth. He or she has become blinded by these defense mechanisms and **can't** see what's happening.

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HOW YOU ARE PART OF THE PROBLEM .....

Enabling – Most of us do well - meaning things for our alcoholic friends which actually encourage their drinking or "enable" it to continue. You enable alcoholics to keep denying their problem whenever you do anything to help them escape the harsh consequences of their drinking. Some examples of enabling are:

- lying or making excuses for them to your friends
- lending them money after they've spent their own on alcohol
- denying they have an illness
- bailing them out of jail
- drinking along with them
- not talking about their drinking because they become angry when you do.

In short, any action you take to rescue them when they're in a jam caused by their drinking is enabling. It's hurting them, not helping. It prevents them from seeing the extent of the problem.

HOW YOU CAN BE PART OF THE SOLUTION

1. Learn about the illness of alcoholism.
2. Stop enabling.
3. Seek outside help from someone knowledgeable about alcoholism.
4. Don't lecture or moralize but describe specific incidents **after** your friend is sober. Stay neutral!

Example:

> "Last night at the party, you insulted my friend before you passed out. I had to get Jerry to drop you off, because I couldn't wake you."

5. Say what you mean and mean what you say. Don't threaten that you're never going to see them again if they take another drink - unless you really mean it.
6. Let your friend know you are learning about alcoholism.
7. Try to detach emotionally. Alcoholics tend to be very good at playing on your feelings of sympathy, guilt, and fear.
8. Encourage positive actions and non-drinking activities.
9. Refuse to ride with a driver who has had too much to drink.
10. Don't try to reason with them when they are drunk. Wait until they are sober.

ALCOHOLISM IS A TREATABLE ILLNESS.

For more information contact:

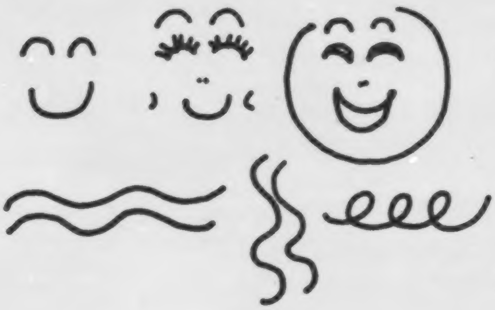
Prevention Consultants
Regional Council on Alcoholism
3101 Euclid Avenue #707
Cleveland, Ohio 44115
(216) 391 - 5805

THE ARTS
BIOLOGY
CHEMISTRY
SPECIAL SUBJECT SUPPLEMENT
ENGLISH
HISTORY
SPEECH
MATH
LIVING
FAMILY PROJECTS
JOURNALISM
ELIZ. PTAK

HAVE YOU EVER USED COLOR TO EXPRESS FEELINGS?

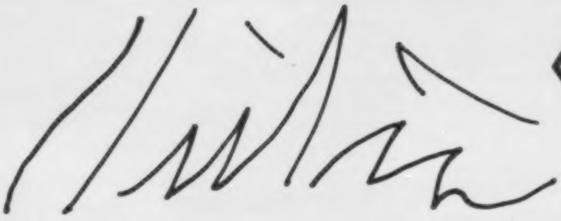
- I feel so blue today.
- I was green with envy.
- I feel so sunny!
- You're blushing – Your face is red!

THE WAY YOU DRAW (Use lines, shapes, colors) ALSO HELP EXPRESS YOUR FEELINGS.



CURVED LINES OFTEN EXPRESS HAPPINESS, JOY, "FRIENDLINESS"

DROOPING LINES MAKE US FEEL SAD



DIAGONAL LINES CREATE EXITEMENT, MOVEMENT, ACTION

SHARP ANGULAR LINES FREQUENTLY ARE USED TO REPRESENT EVIL

COLORS:

SOFT, LIGHT: Peaceful, Happy, Calm, Friendly
RED – Could be Anger, Joy, Warm
COMMON BLUE – Could be Sad, Calm, Peaceful, Cool
"ATTRIBUTES" YELLOW – Could be Happy, Joyful, Warm
ORANGE – Could be Happy, Joyful, Warm
GREEN – Could be Calm, Cool, Envy (Depending on Shade)

COLOR IS VERY PERSONAL – Everyone reacts to it in a different manner. Teachers must avoid "Assigning" limited (and limiting) interpretations to colors.

FEELINGS: May be expressed through Music, Stories and Poetry

MUSIC May provide inspiration for a Painting, Collage, Chalk or Pencil Drawing, Story or Poem.

- How would you represent Jazz? What kinds of color? Lines? Shapes?
- What kinds of feelings do you have listening to Debussy, Tijuana Brass or Folk Songs?

PRINTS – PHOTOS May provide an interesting subject for creative writing.

- What's happening?
- What would you do? Why?

POETRY Group Created - Individually Created

- Color word or a mood might be the subject
- A painting or drawing may be the inspiration
- Music may be the source
- Experiences or events

BOOKS:

A – GHOST SHIPS – Creative writing paperback ordered (as an option) by Fourth Grade.
Lesson deals with color – Feelings and Moods expressed through color.

B – ME IS HOW I FEEL: POEMS
Stacy Jo Crossen
Natalie Anne Covell
McCall Publishing

C – HAPPY, SAD, SILLY, MAD – A beginning book about emotions.
Barbara Shook Hazen
Wonder Books, N.Y.

D – HOW I FEEL
June Behrens
Vince Streano – Photos
Children's Press, Chicago

E – FEELINGS
Phoebe and Tris Dunn
Creative Educational Society, Inc.

F – I HAVE FEELINGS
Terry Berger
I. Howard Spivak – Photos
Behavioral Publications, Inc.

G – FEELINGS BETWEEN KIDS AND PARENTS
Marcia Maher Conta
Maureen Reardon
Jules M. Rosenthal – Photos
Pub. - Advanced Learing Concepts, Inc.
Distributor - Children's Press

H – HAILSTONES AND HALIBUT BONES – Adventures in Color.
Mary O'Neill
Leonard Weisgard – Illus.
Doubleday and Company

ARTISTS:

PAUL CEZANNE – "Bend in the Road" C.1900 (Oil)
Patches of Color – Feeling of space to wander, sunny, tranquil – A place to be joyful and happy

EL GRECO – "View of Toledo" 1604 - 1614 (Oil)
Dark colors create the feeling of an on-coming storm – Very dramatic

CLAUDE MONET – "Lily Pond" "Waterlilies" (Cleveland Museum of Art)
Imagine you're in the water – or above, looking down
- "Waterloo Bridge" C. 1903 – What kind of mood?

GILBERT STUART – "Mrs. Richard Yates" C. 1793
Gray: Drab? Dreary?
Expression: How would you feel if she looked at you?

PIERRE A. RENOIR – "Girl With Watering Can" – warm
Colors: Feel joy in the garden
- "Luncheon Of The Boating Party" C. 1881

Joyful colors – Sunlight

WINSLOW HOMER – Seascape (Cleveland Museum of Art)
Grays, Greens = Cold, lonely

JOSEPH McCULLOUGH – "Bells" Series
Non-objective: Color creates impression of sizes and tones of bells

__________ "Fog Horns" (Slide: Cleveland Museum of Art)
Greyed Colors: Quiet, isolated - yet peaceful – circular shapes and rings of color

JAPANESE – CHINESE SCREENS / Scrolls (i.e. Irisis; Nature Themes) -
Atmospheric Landscapes

ALBERT RYDER – "Moonlight Marine" C. 1885
Dark, moody – quiet, lonely

MASKS – i.e. . . Seneca Indian False Face Society
Masks were carved to scare away evil spirits . . . Expressions evoke many reactions
(Filmstrip by E. B. F.)

VINCENT VAN GOGH – "Woman Rocking A Cradle" ("La Berceuse") C. 1898
Colors and drawing create tension, sadness and loneliness
- "Starry Night" – Swirling lines/strokes of color

RAOUL DUFY – Seascapes, Parks
Light, airy

PIET MONDRIAN – "Boogie Woogie"
Primary colors – Bold, much movement

WASSILY KANDINSKY – "Improvisation" C. 1912
Color, lines = Exitement, movement

JOHN MARIN – "Maine Islands" C. 1922
Compare with Homer Seascape

FRANZ MARC – "Red Horses" "Blue Fox"
Unusual or imaginary colors: How do they make you feel?
Franz Marc loved color!

ANDRE DERAIN – "Landscape, The Blue Oak"
Unusual colors

PIETER BREUGHEL – "Children's Games"
Find games we still play today. How do you feel about games?
When you're playing? (There is a book about this painting)

EDVARD MUNCH – "The Scream" ("The Cry")
Colors, lines create expression and mood.
(Lithograph) c. 1895

GEORGES RONAULT – Clowns

KAETHE KOLLWITZ – Themes: Mother and children

MARY CASSATT – Themes: Mother and children

BIOLOGY PROJECTS

Students can:

1. Trace the digestive process whereby alcohol is used as a food drug by the human body (See pamphlet "What The Body Does With Alcohol").
2. Be shown the progression of alcohol's sedative effects on the brain and the process by which it is eliminated from the body by using the set of transparencies "If You Drive, What About Drinking?" available at the Regional Council on Alcoholism office (391-5808).
3. Read copies of the National Institute on Alcohol Abuse and Alcoholism's pamphlet on the risk of drinking during pregnancy, "Alcohol and Your Unborn Baby." See order form in resource section.
4. Learn the effects of alcohol on the various organ systems of the body as part of a general sequence on human biology.

CHEMISTRY PROJECTS

Students can:

1. Investigate the chemical process involved in distillation whereby distilled spirits are manufactured. (Boiling point of alcohol is 176°F.)
2. Study the chemical formulas of the intermediate compounds that occur in the human body as alcohol is metabolized. See enclosed pamphlet: "What The Body Does With Alcohol".
3. Use a coloring agent and varying size beakers to demonstrate differential concentrations in solution as analogous to the lower blood-alcohol content achieved in a heavier person than a lighter person after ingesting the same amount of alcohol.
4. Compare the chemical formula of ethyl alcohol with that of ether, another organic compound with anesthetic effects on the central nervous system. (ethyl alcohol C_2H_5OH).

ENGLISH PROJECTS

Students can:

1. Complete the following story (this can be a paragraph or short story exercise):

   The party was very crowded by the time Chris finally arrived. A stereo was blasting away in the far corner of the room. The carpet was covered with people, wine bottles, and beer cans. A few joints were circulating around. J. B. rushed forward with two unopened cans of Colt .45 in his hand, "Chrish! . . . .

2. Search for and bring to class one example of an "artifact" that communicates an attitude toward drinking and share it with fellow students. Record the values and beliefs you see in this article on the board.

   Example: magazine ads, greeting cards, comic strips, cartoons, coctail napkins (from bars), illustrated glasses for mixed drinks, etc.

3. Create a list of all the negative feelings expressed in the poem, "I'm Someone You Know Very Well" that might contribute to alcohol or other drug abuse. Or, identify passages in the poem or messages in the poem that relate to the following characteristics of alcoholic persons:

   a. guilt and remorse (over uncontrolled drinking episodes)
   b. the denial system (i.e. I can't let myself acknowledge the truth about the problems my drinking is causing in my life)
   c. people around the alcoholic person being "conned" by the victim of the illness into thinking that the drinking is not as serious a problem as it is
   d. making excuses and lying about amount of drinking
   e. the typical statement made by alcoholics: "I don't need anyone's help. I can lick this problem myself!"
   f. alcoholic's wanting to be helped but not wanting to be helped at the same time

   What ideas does the poem give you about how you might help an alcoholic person if he or she were your friend? Discuss and/or write a short letter to an imaginary friend who has a drinking problem.

4. Read the two letters attached and select one to which you will write a response.

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"I'm someone you know very well..."

Don't be fooled by me.
Don't be fooled by the face I wear.
For I wear a mask,
I wear a thousand masks,
Masks that I'm afraid to take off,
And none of them are me.
Pretending is an art that's second
nature to me;
But don't be fooled,
for God's sake don't be fooled!

I give you the impression
that I'm secure,
That all is sunny and
unruffled in me,
Within as well as without,
That confidence is my name and
coolness my game,
That the water's calm and
I'm in command,
And that I need no one,
But don't believe me.

My surface may seem smooth,
but my surface is my mask,
My every-varying and
ever-concealing mask.
Beneath lies no smugness,
no complacence.
Beneath dwells the real me,
in confusion, in fear,
in aloneness,
But I hide this.
I panic at the thought of my
weakness and fear
being exposed.
That's why I frantically create a
mask to hide behind,
A nonchalant, sophisticated facade,
to help me pretend,
To shield me from the glance
that knows.
But such a glance is precisely
my salvation,
That is, if it's followed
by acceptance,
If it's followed by love,
It's the only thing that can liberate
me from myself.
From my own self-built prison walls,
From the barriers that I so
painstakingly erect.
It's the only thing that will assure
me of what I can't reassure
myself . . .
That I'M really worth something . . .
But I don't tell you this, I don't dare
. . . I'm afraid to.
I'm afraid your glance will not be
followed by acceptance and love.
I'm afraid you'll think less of me,
that you'll laugh . . .
And your laugh will kill me.

I'm afraid that deep down
I'm nothing, that I'm just no good,
And that you will see this and
reject me.
So I play my game, my desperate
pretending game,
And my life becomes a front.

I dislike the superficial game
I'm playing,
The superficial, phony game.
I'd really like to be genuine and
spontaneous, and me,
But you've got to help me.
You've got to hold out your hand . . .
Even when that's the last thing
I seem to want or need.
Only you can wipe away from my
eyes the blank stare of the
breathing dead . . .
Only you can call me into
aliveness . . .
Each time you are kind and gentle,
and encouraging,
Each time you try to understand
because you really care,
My heart begins to grow wings . . .
Very small wings, very feeble
wings, but wings.
With your sensitivity and
sympathy, and your power
of understanding,
You can breathe life into me.
I want you to know that.
I want you to know how important
you are to me.
How you can be a creator of the
person that is me, if you
choose to . . .

It will not be easy for you.
A long conviction of worthlessness
builds strong walls.
The nearer you approach me,
the blinder I may strike back;
It's the irrational, but despite what
the books say about man,
I'm IRRATIONAL!

I fight against the very thing that
I cry out for.
But I am told that love is stronger
than strong walls and in this
lies my hope.
My only hope.
Please try to beat down those walls
with firm hands.
But with gentle hands — for a
child is very sensitive.
Who am I, you may wonder?
I'm someone you know very well . . .
For I am every man or woman
you meet.

Sandler Institutional Films: "Alcohol, Drugs . . . . A Way Out?" (Brochure)
Hollywood, California: Sandler Institutional Films, 1975.

WHAT DOES "DRINKING" MEAN TO A TEENAGER?

Robert D. Russell
Southern Illinois University

The following letter was written by a teenager to a friend and focuses, to some extent, upon the effects and meanings of and feelings about drinking. (There was no concerted, systematic attempt to use teenage idioms and language forms, which are slippery and ever-changing; rather, the main attempt was to communicate the feelings of a person, in some situations, and his or her honest reactions to them. In other words, the ideas are adolescent, but the English is fairly standard.)

This is a letter from Tom to Teddy.

Dear Teddy:

Here it is Friday - - time for my weekly letter to you - - off in Massachusetts. Have I said before I think it's pretty chicken of your family to send you off to prep school just as we were going into high school together? Every time I write? Well, I still mean it.

Hey, I've got an interesting thing to tell you about this week. Last Sunday night we were having dinner at home, and it's our tradition, you remember, to have Sunday night dinner in the dining room, with candlelight, dinner music, the china and silver - - the whole works. So I said to my Dad, "When can I have a glass of wine with dinner, like you and Mom always have?" He turned to my mother and said, very formally, "Dear, another glass please. Our Thomas would like a bit of Pinot Noir." So Mom got the glass, without any fuss (they told me later they'd discussed this and were ready for it, when it happened) and Dad poured me a regular sized glass of wine - - no baby portion. Then he said to smell it ("letting its bouquet waft up into your nostrils", which is something wine drinkers think is great, I guess), look at it, and then sip it. I did, and it was pretty good. I drank it like Dad drank his, and when he refilled his glass he refilled mine, too. I really didn't notice much difference in feeling, except a kind of warm glow toward the end of the meal. When dinner was over Dad said, "If you like some wine again, just say so, but don't feel that you have to drink it if you don't want to. It's still technically illegal, you know, for us to give this to you, but we think it's a nice part of the custom of dining well, and if you'd like to join us in this, we think it's our privilege as parents to invite you to."

How did I feel about it. Well, in one way, it was really a great thing. My parents don't treat me like an adult yet (and I guess that at 15 there may be some reasons to consider them right), but in this case they let me know that they see me becoming an adult. As Dad said, they'd rather I started drinking (which they assume I will do, after 21) with them, then with a bunch of kids trying to avoid the law. But in another way, it was pretty dull. Most of what I've heard and seen of drinking it's been part of a big blast - - a real rockin' time when you really can let go. This introduction of mine did lack a bit of the rockin' effect, I must admit.

Then Wednesday afternoon late I helped Dad transplant three good-sized trees. When we finished we were pretty hot and tired, and he opened a can of beer, and then asked me what I'd like. I said, kind of testing him, "I think I'll have a beer too." So he opened one for me and we sat down out on the patio, as the warm evening came on. Well, I liked the whole scene, but I didn't like the beer. When we tasted it last year at your house, you remember, I didn't like it-- and still don't. I really couldn't finish the can, so Dad said, "Why don't you go get a coke? You're still hot and need something cold." When I came back he said that beer has a taste that many people have to acquire - - and that many people never like it - - and that I shouldn't drink something I don't like, just to be doing what others are doing.

So I don't know. In a year or so I'll feel kind of funny if I can't drink beer. Maybe Dad's right - - that I shouldn't care about what others do - - I should do what I enjoy and what I think is right. What do you think Teddy?

This will give you something to write about besides your senile old English teacher and your gung-ho dormitory master.

Your old home buddy,
Tom

We are struck here immediately with the description of liberal parents who want their son's drinking (assumed inevitable and desirable) to begin in the home. Tom's mixed reaction to his father's behavior at dinner is interesting - - "great" but, also, "dull". Not only is a particular action taken by a parent (i.e., giving a drink or withholding it) going to be interpreted and valued differently by different young people, but within the same individual there may be ambivalent feelings. Then, also, we saw an instance where the youngster really didn't like the taste of the beverage, but recognized its future utility and therefore mused a bit over the problem of doing something you don't like in order to achieve a result deemed quite valuable.

WHAT DOES "DRINKING" MEAN TO A TEENAGER?

Robert D. Russell
Southern Illinois University

The following letter was written by a teenager to a friend and focuses, to some extent, upon the effects and meaning of and feelings about drinking. (There was no concerted, systematic attempt to use teenage idioms and language forms, which are slippery and ever-changing; rather, the main attempt was to communicate the feelings of a person, in some situations, and his or her honest reactions to them. In other words, the ideas are adolescent, but the English is fairly standard.)

This is a letter from Sam to Chucko.

Hey Chucko:

Bet you didn't expect to get a letter from me. I'm sure no letter writer - - and you're no letter reader, I know. But here I sit in this lovely Youth Authority "establishment"; it's not a prison, you know - - it's just where they put you until you're old enough" to go to prison. I'll tell you, it's a real drag here. I guess one would say you don't meet the best class of people at a "resort" like this. And that goes for the supervisors as well as the "guests." So, if you've gotten the impression that I haven't found the meaning of life here, you're on. But enough of this . . .

It's a funny thing, after 3 months here, I really miss you and the gang, our crummy neighborhood and even my no-good folks. You couldn't say that life has any great meaning there, but there is a difference, I'll tell you, between being free on your own and locked up in a trap like this.

You know what I miss most? Just sittin' around drinkin'. As I think back we were drinkin' nearly every day or night, and when you are in the middle of a forced dryness like I am - - 3 months now, 9 to go - - you really miss it.

Remember when we stole our first case of beer? It was for my 13th birthday and we really had a ball in that old warehouse. Then, remember. I copped those three fifths of whiskey out of that rich guy's kitchen when I was delivering groceries - - let's see, I guess I was sixteen; I lost the job, but we had a couple of good days and nights, mixing that in with the beer drinking.

I guess if we're honest (and I can be more honest here than you can be there) we couldn't say that drinking made life better - - it just made you forget what it was like - - and so there was always the chance it would seem better.

I guess the part of the drinkin' "parties" we had that I miss most is the fighting. Here, getting into a fight (particularly starting it) is about the worst thing you can do - - and they can make it rough, I'll tell you. I guess they don't understand what fighting means - - what it does for a guy. But fighting after drinking - - that's the greatest. Even with a kook like Randy, who gets mean and nasty and really fights to destroy you - - somehow I never could hate him, 'cause that's "just the way he got" after drinkin' awhile. For me, fighting is just more fun after you've been drinking awhile. Nothing hurts much - - even when you get clobbered bad, it seems fun and good, somehow. You sort of feel that life's worthwhile, after all.

Now take the night that dealed me in here. You were sick at home and weren't with us, but we ran out of booze and so went down to hustle some from the back of Tony's Liquor Store. There was some new clerk, he heard us, and came at us with a gun. I just felt (and I remember the feeling) that was pretty unsporting, so I beat him up. I didn't feel anything against him, except he wasn't enjoying life like he ought to. That's the way I felt, so I belted him. Doesn't make sense, maybe, but . . .

So, you've probably read more than you want to from me. But next Tuesday is my birthday - - 19 lousy years - - and I want you to be sure and have a good belt for me. Let that whiskey gurgle down your throat till it runs out your nose. Take a cold can of beer - - drink half of it and pour the rest over Eddie's head - - for me.

I'll be drinkin' some crummy fruit juice and sittin' on my duff, waitin'.

Your buddy,
Sam

This letter is an excellent example of the denial system of the alcoholic person. Despite the fact that Sam's drinking has gotten him into fights and ultimately been responsible for his incarceration, he can still write nostalgically about missing "just sittin' around drinking". He can still make statements like "fighting after drinking - - that's the greatest". Denial is a symptom of the illness of alcoholism. The alcoholic does not realize that drinking is getting him/her into trouble. Others see it, but the alcoholic is blind to it.

Sam's attitude to drinking is an extreme example of a macho orientation. He thinks that drinking and fighting go hand in hand. He apparently believes the myth that drinking is a proof of one's masculinity and anyone who doesn't drink to drunkeness is a lightweight, a patsy, a sissy. It is a sad fact that this kind of thinking contributes to alcohol-related violence. About 30% of violent crimes and 50% of homicides involve alcohol. Sam is one of these offenders.

There are several statements in the letter worth discussing. Here are a few suggestions:

1. "I guess they don't understand what fighting means - - what it does for a guy."
2. "He wasn't enjoying life like he ought to."
3. ". . . . 19 lousy years . . . ."

HISTORY PROJECTS

Students can:

1. Read the abbreviated version of Dr. Benjamin Rush's treatise on drinking in the Colonial army (see following) entitled "An Inquiry Into the Effects of Ardent Spirits on the Human Body and Mind". Explore with fellow students in the class discussion how it reflects the values, beliefs, and customs of the times in which it was written.
2. Listen to audio-cassette recording "Historical and Cultural Attitudes toward Alcohol" by Daniel Anderson, Ph.D. Write short paragraphs about the most interesting historical development (this can be a facet of either American or World History since the tape covers both) connected with drinking customs. Tape is available from Lake County General Health District Alcoholism Program or the Regional Council on Alcoholism offices.

3. Study "A Short History of American Drinking" and discuss how the historical events might have affected the attitudes of Americans during that time.

4. Take a class poll to determine what percentage of the class would be in favor of prohibiting the manufacture and sale of all alcoholic beverages. The latest Gallup poll found that 23% of the U.S. adult population is in favor of some form of renewed prohibition. Discuss the "lesson of history" that may have influenced student opinions on the subject.

DR. BENJAMIN RUSH

AN ALCOHOLISM CLASSIC

AN ALCOHOLISM CLASSIC:

AN INQUIRY INTO THE EFFECTS OF ARDENT SPIRITS ON THE HUMAN BODY AND MIND

During the bicentenial year, it seems appropriate for workers in the alcoholism field to take note of the work of an important Revolutionary War leader, physician Benjamin Rush, who was a pioneer in the investigation of the harmful effects of excessive alcohol use.

In 1785, close to two centuries before the Federal Government embarked on a national campaign against alcohol abuse with the formation of the National Institute on Alcohol Abuse and Alcoholism, Dr. Rush - a signer of the Declaration of Independence and a surgeon-general in the Continental Army - - published his classic Inquiry Into the Effects of Ardent Spirits on the Human Body and Mind. The First Special Report to the U.S. Congress on Alcohol and Health (1972) paid tribute to Rush, pointing out that in his inquiry "Rush explicitly called the intemperate use of distilled spirits a 'disease,' referred to it as an 'addiction,' and was the first to estimate the rate of death by alcoholism in the United States: Not less than 4,000 people per year in a population of less than 6 million. Thus at the very formation of the United States of America, its foremost physician recognized the abuse of alcohol as a public health problems."

The entire *Inquiry* was reprinted in the September 1943 *Quarterly Journal of Studies on Alcohol* (Vol.4:321-341), with an introduction by Mark Keller, later to be editor of that journal. Mr. Keller commented, "The scientific value of Rush's work is not of particular importance, after more than 150 years. Some of his statements will strike the modern reader as antique. Nevertheless, Rush's work is replete with keen medical observations and wise medical as well as social counsel. The first American scientific treatise on inebriety holds much of historic interest to the modern student of alcohol problems.

As its full title implies, Rush's *Inquiry* deals with distilled spirits – "brandy, rum, gin, Jamaica spirits, whiskey, and what is called cherry bounce" – rather than with all alcoholic beverages. Rush approved of "fermented liquors" – beer, wine, and cider. "they are, moreover, when taken in a moderate quantity, generally innocent, and often have a friendly influence upon health and life," he wrote.

"Ardent spirits" were totally different, he felt. Any use of them involved high risk of chronic drunkenness with all its attendant evils. However, Rush's discussion of the effects of alcohol does not really depend upon his sharp distinction between distilled and fermented beverages.

The pamphlet is in three parts: (1) the effects of intemperate drinking, (2) means of preventing drunkenness, and (3) remedies for alcohol abuse. The third section offers remedies both for acute intoxication and for chronic drunkenness. The following excerpts are from the final subsection – remedies for chronic drunkenness.

THE REMEDIES which are proper to prevent the recurrence of fits of drunkenness, and to destroy the desire for ardent spirits, are religious, metaphysical, and medical. I shall briefly mention them.

1. Many hundred drunkards have been cured of their desire for ardent spirits, by a practical belief in the doctrines of the Christian religion. Examples of the divine efficacy of Christianity for this purpose, have lately occurred in many parts of the United States.

2. A sudden sense of the guilt contracted by drunkenness, and of its punishment in a future world. It once cured a gentleman in Philadelphia, who, in a fit of drunkenness, attempted to murder a wife whom he loved. Upon being told of it when he was sober, he was so struck with the enormity of the crime he had nearly committed, that he never tasted spirituous liquors afterwards.

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3. A sudden sense of shame. Of the efficacy of this deep-seated principle in the human bosom, in curing drunkenness, I shall relate three remarkable instances.

A farmer in England, who had been many years in the practice of coming home intoxicated, from a market town, one day observed appearances of rain, while he was in the market. His hay was cut, and ready to be housed. To save it, he returned in haste to his farm, before he had taken his customary dose of grog. Upon coming into his house, one of his children, a boy of six years old, ran to his mother, and cried out, "O! mother, father is come home, and he is not drunk." The father, who heard this exclamation, was so severely rebuked by it, that he suddenly became a sober man.

A noted drunkard was once followed by a favourite goat, to a tavern into which he was invited by his master, and drenched with some of his liquor. The poor animal staggered home with his master, a good deal intoxicated. The next day he followed him to his accustomed tavern. When the goat came to the door, he paused: his master made signs to him to follow him into the house. The goat stood still. An attempt was made to thrust him into the tavern. He resisted, as if struck with the recollection of what he suffered from being intoxicated the night before. His master was so much affected by a sense of shame, in observing the conduct of his goat to be so much more rational than his own, that he ceased from that time to drink spirituous liquors.

A gentleman in one of the southern states, who had nearly destroyed himself by strong drink was remarkable for exhibiting the grossest marks of folly in his fits of intoxication. One evening, sitting in his parlour, he heard an uncommon noise in his kitchen. He went to the door, and peeped through the key-hole, from whence he saw one of his negroes diverting his fellow-servants, by mimicking his master's gestures and conversation when he was drunk. – The sight overwhelmed him with shame and distress, and instantly became the means of his reformation.

4. The association of the idea of ardent spirits, with a painful or disagreeable impression upon some part of the body, has sometimes cured the love of strong drink. I once tempted a negro man, who was habitually fond of ardent spirits, to drink some rum (which I placed in his way) and in which I had put a few grains of tartar emetic.– The tartar sickened and puked him to such a degree, that he supposed himself to be poisoned. I was much gratified by observing that he could not bear the sight nor smell of spirits for two years afterwards.

I have heard of a man, who was cured of the love of spirits, by working off a puke, by large draughts of brandy and water; and I know a gentleman, who, in consequence of being affected with a rheumatism, immediately after drinking some toddy, when overcome with fatique and exposure to the rain, has ever since loathed that liquor, only because it was accidentally associated in his memory with the recollection of the pain he suffered from his disease.

This appear to that operation of the human mind, which obliges it to associate ideas, accidentally or otherwise combined, for the cure of vice, is very ancient. It was resorted to by Moses, when he compelled the children of Israel, to drink the solution of the golden calf (which they had idolized) in water. This solution, if made as it most probably was, by means of what is called hepar sulphuris, was extremely bitter, and nauseous, and could never be recollected afterwards, without bringing into equal detestation, the sin which subjected them to the necessity of drinking it. Our knowledge of this principle of association upon the minds and conduct of men, should lead us to destroy, by means of other impressions, the influence of all those circumstances, with which the recollection and desire of spirits are combined. Some men drink only in the *morning*, some at *noon* and some at *night*. Some men drink only on a *market day*, some at *one* tavern only, and some only in *one kind* of company. Now by finding a new and interesting employment, or subject of conversation for drunkards at the usual times in which they have been accustomed to drink, and by restraining them by the same means from those places and companions, which suggested to them the idea of ardent spirits, their habits of intemperance may be completely destroyed. In the same way the periodical returns of appetite, and a desire of sleep have been destroyed in an hundred instances. The desire for strong drink, differs from each of them, in being of an artificial nature, and therefore not disposed to return, after being chased for a few weeks from the system.

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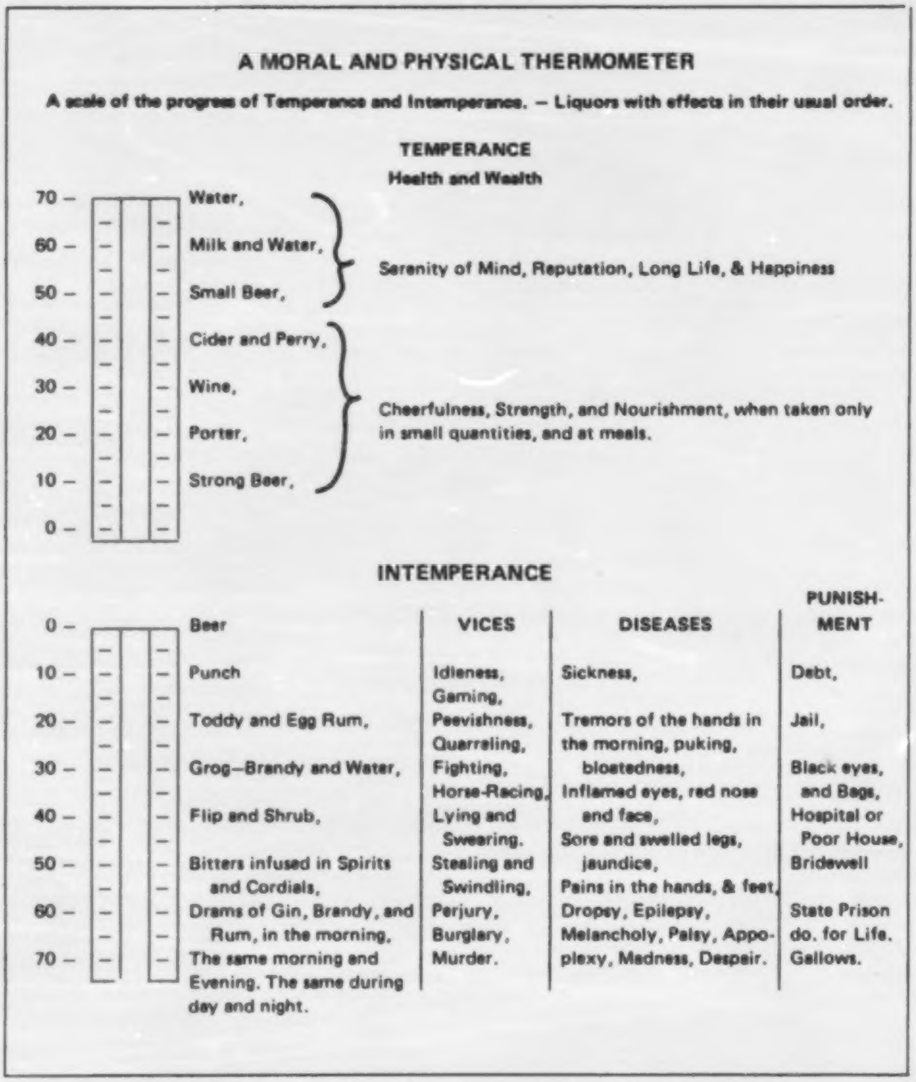


A MORAL AND PHYSICAL THERMOMETER

A scale of the progress of Temperance and Intemperance. – Liquors with effects in their usual order.

TEMPERANCE

Health and Wealth

70 –	Water,	Serenity of Mind, Reputation, Long Life, & Happiness
60 –	Milk and Water,	
50 –	Small Beer,	
40 –	Cider and Perry,	Cheerfulness, Strength, and Nourishment, when taken only in small quantities, and at meals.
30 –	Wine,	
20 –	Porter,	
10 –	Strong Beer,	
0 –		

INTEMPERANCE

		VICES	DISEASES	PUNISHMENT
0 –	Beer			
10 –	Punch	Idleness, Gaming,	Sickness,	Debt,
20 –	Toddy and Egg Rum,	Peevishness, Quarreling,	Tremors of the hands in the morning, puking, bloatedness,	Jail,
30 –	Grog—Brandy and Water,	Fighting, Horse-Racing,	Inflamed eyes, red nose and face,	Black eyes, and Bags,
40 –	Flip and Shrub,	Lying and Swearing.	Sore and swelled legs, jaundice,	Hospital or Poor House,
50 –	Bitters infused in Spirits and Cordials,	Stealing and Swindling,	Pains in the hands, & feet,	Bridewell
60 –	Drams of Gin, Brandy, and Rum, in the morning,	Perjury, Burglary,	Dropsy, Epilepsy,	State Prison
70 –	The same morning and Evening. The same during day and night.	Murder.	Melancholy, Palsy, Appoplexy, Madness, Despair.	do. for Life. Gallows.

This "Moral and Physical Thermometer" was included in many editions of Rush's Inquiry.

5. The love of ardent spirits has sometimes been subdued, by exciting a counter passion in the mind. A citizen of Philadelphia, had made many unsuccessful attempts to cure his wife of drunkenness. At length, despairing of her reformation, he purchased a hogshead of rum, and after tapping it, left the key in the door of the room in which it was placed, as if he had forgotten it. His design was to give his wife an opportunity of drinking herself to death. She suspected this to be his motive, in what he had done, and suddenly left off drinking. Resentment here became the antidote to intemperance.

6. A diet consisting wholly of vegetables cured a physician in Maryland of drunkenness, probably by lessening that thirst, which is always more of less excited by animal food.

7. Blisters to the ankles, which was followed by an unusual degree of inflammation, once suspended the love of ardent spirits, for one month, in a lady in this city. The degrees of her intemperance may be conceived of when I add, that her grocer's accompt for brandy alone, amounted annually, to one hundred pounds, Pennsylvania currency, for several years.

8. A violent attack of an acute disease, has sometimes destroyed a habit of drinking distilled liquors. I attended a notorious drunkard, in the yellow fever, in the year 1798, who recovered with the loss of his relish for spirits, which has, I believe, continued ever since.

9. A salivation* has lately performed a cure of drunkenness in a person in Virginia. The new disease excited in the mouth and throat, while it rendered the action of the smallest quantity of spirits upon them, painful, was happily calculated to destroy the disease in the stomach which prompts to drinking, as well as to render the recollection of them disagreeable, by the laws of association formerly mentioned.

10. I have known an oath taken before a magistrate, to drink no more spirits, produce a perfect cure of drunkenness. It is sometimes cured in this way in Ireland. Persons who take oaths, for this purpose, are called affidavit men.

11. An advantage would probably arise from frequent representations being made to drunkards, not only of the certainty, but of the suddenness of death, from habits of intemperance. I have heard of two persons being cured of the love of ardent spirits, by seeing death suddenly induced by fits of intoxication; in the one case in a stranger, and in the other in an intimate friend.

12. It has been said, that the disuse of spirits should be gradual; but may observation authorise me to say, that persons who have been addicted to them, should abstain from them suddenly and entirely. "Taste not, handle not, touch not," should be inscribed upon every vessel that contains spirits in the house of a man, who wishes to be cured of habits of intemperance. To obviate for a while, the debility which arises from the sudden abstraction of the stimulus of spirits, laudanum, or bitters infused in water, should be taken, and perhaps a larger quantity of beer or wine than is consistent with the strict rules of temperate living. By the temporary use of these substitutes for spirits, I have never known the transition to sober habits, to be attended with any bad effects, but often with permanent health of body, and peace of mind.

**Salivation (ptyalism): an excessive discharge of saliva.*

THE WAY WE WERE

We Americans have called it many names: booze, hooch, ardent spirits, John Barleycorn, moonshine, bootleg. And we've made it from raw materials as diverse as our backgrounds. Some of us have liked it. Some of us have loathed it. Some of us have craved it. Few of us could deny the important role it has played in our nation's past. It's the drug alcohol.

In spite of our mixed feelings about drinking (or because of them), the issue of alcohol use is closely woven into the fabric of American history. Join us as we follow the erratic path of our misunderstood, black-sheep American relative – John Barleycorn.

1609 – The pilgrims land at Plymouth Rock. Massachusetts – partly because they ran out of beer. On shipboard, beer was important as a beverage which resisted spoilage and supplemented a sometimes meager diet. According to a notation in the ship's log entered as the *Mayflower* neared American shores:

"We could not take time for further search or consideration; our vittles being much spent, especially our beer."

1784 – Dr. Benjamin Rush, a signer of the Declaration of Independence, writes Inquiry into the Effect of Ardent Spirits. The widely read booklet becomes the first influential temperance document in American history. Rush, who lent his substantial medical prestige to the anti-rum cause, writes, "Spirits are anti-federal . . . companions of all those vices that are calculated to dishonor and enslave our country."

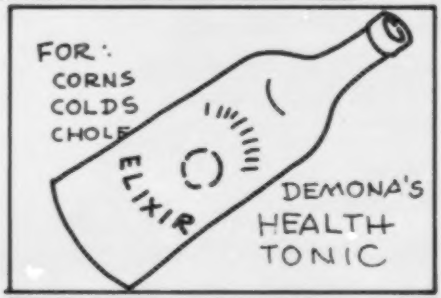
1791 – Irate farmers in western Pennsylvania resist Federal efforts to place an excise tax on distilleries. Participants in this "Whiskey Rebellion" are put down by a 15,000-man militia force. The rebellion becomes a landmark in American history as the first true test of Federal authority.

1808 – America's first organized temperance society is formed at Mawney's Tavern in upstate New York. Recruiting candidates beyond the original small membership proves difficult. One member complains, "That feeble little band of temperance brethren . . . were made the song of the drunkard and ridiculed by the scoffs of the intemperate world."

ELIZ. PTAK

A SHORT HISTORY OF AMERICAN DRINKING

1874 – Several hundred women assemble in Cleveland, Ohio to form the National Woman's Christian Temperance Union. This fledgling organization was referred to by its members as "organized mother-love." While these determined temperance matrons were denouncing "Demon Rum," many of them were drinking – with clear conscience – "health tonics" containing up to 40 percent alcohol.



1899 – Carry Nation, hotel manager, and WCTU activist, leads an assault on the bars in Wichita, Kansas. Armed with hatchets, Carry and her cohorts wreak havoc on the local saloons and denounce these establishments as "makers of drunkards and widows" and "allies of Satan." Carry's logic was succinct: "Anything that is sinful cannot be lawful, and anything that is lawful cannot be sinful. The saloon is not lawful because it is sinful."

1919 – The Volstead Act, passed to enforce Prohibition, decrees that "No person shall . . . manufacture, sell, barter, transport, import, export, deliver, furnish or possess any intoxicating liquor except as authorized in this act, and all the provisions of this act shall be liberally construed to the end that the use of intoxicating liquor as a beverage may be prevented."

1933 – The 18th Amendment is repealed. A "dry" America once more becomes a "wet" America. During the "dry" period, Federal agents arrest nearly 600,000 suspected offenders. In Chicago, Al Capone, with a gangster army of 1,000 controls the sale of liquor in that city's speakeasies and grosses $60 million in revenue per year.

1970 – Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act is enacted. Provisions of this act, which include the establishment of a National Institute on Alcohol Abuse and Alcoholism, do much to bring alcoholism "out of the closet" and into the nation's consciousness as a major health problem.

Source:
Sandmaier, Marian, ed.
"Here's Looking At You: The Drinking American".
Rockville, Md.: National Institute on Alcohol Abuse and Alcoholism, 1975.

HOME ECONOMICS/FAMILY LIVING PROJECTS

Students can:

1. Discuss with adults in their home how they keep things under control when they serve guests alcoholic beverages (request U.S. Jaycees poster "Hints for Hosts and Hostesses" from Regional Council on Alcoholism).
2. Test recipes for non-alcoholic drinks and/or punches

NON–ALCOHOLIC DRINKS

Mexican Sunset (1 serving)

1 cup chilled orange juice
½ jigger grenadine

Pour juice into tall glass. Add grenadine and allow to settle on bottom.

Coffee-Apricot Cooler (2 servings)

¾ cup coffee, chilled
½ cup chilled apricot nectar (juice)
1/3 cup cold milk
½ pint vanilla or coffee flavored ice cream (or frozen yogurt)

Pour coffee, nectar, and milk into a jar and shake. Add ice cream or yogurt and shake until foamy. Pour into chilled glasses.

Thin'n Tonic (1 serving)

¾ cup quinine water (tonic water)
Ice cubes
Slice of lemon or lime

Pour quinine water over ice cubes in glass. Squeeze juice from fruit slice into drink; then add slice.

3. Explore home management decisions about alcohol use such as:
   a. Given a fixed monthly income, how much should be budgeted for alcoholic beverages and other party supplies?
   b. Will I offer alcoholic beverages to my guests?
   c. Do I think an 8 year old can have a drink in my home? A 12 year old? A 16 year old? How much?
   d. What might be the maximum number of drinks I would serve to a guest in my home?
   e. What will I do if a close friend gets drunk at my home and insists on driving home?

HUMAN SEXUALITY / FAMILY LIVING PROJECTS

Students can:

1. Explore the role alcohol and other drugs play in dating customs attitudes to sexuality, etc. by:
   a. Listening to the audio-cassette recording by Max Schneider, M.D., entitled "Booze and Sex".*
   b. Bringing to class examples of magazine ads for alcoholic beverages where sexuality is being used to sell the product.

2. Take a class poll on agreement/disagreement with the statement "Alcohol is an aphrodisiac". (Teacher might interject the fact that alcohol sedates the forebrain which controls judgment and that alcohol affects the body's ability to receive and respond to stimulation).
3. View film "The First Step", "Conspiracy of Silence", "The Secret Love Of Sandra Blain", or "All Bottled Up", to show that alcoholism affects every member of the alcoholic person's family. Films are available for free loan from the Regional Council on Alcoholism (391 - 5805).
4. Read Karin's letter on the following page. Pretend that you are Marilyn and answer the letter. Share your letter with another person who has also written an answer.

**Tape is available from Lake County General Health District Alcoholism Program and the Regional Council on Alcoholism – (391 – 5805).*

WHAT DOES "DRINKING" MEAN TO A TEENAGER?

Robert D. Russell
Southern Illinois University

The following letter was written by a teenager to a friend and focuses, to some extent, upon the effects and meaning of and feelings about drinking. (There was no concerted, systematic attempt to use teenage idioms and language forms, which are slippery and ever-changing; rather, the main attempt was to communicate the feelings of a person, in some situations, and his or her honest reactions to them. In other words, the ideas are adolescent, but the English is fairly standard.)

This is a letter from Karen to Marilyn.

Dear Marilyn:

I'm sorry I haven't written for so long, but, really, I just haven't written anyone. But I do want to write to you today and tell you about what happened last night. It seems very important and it's both exciting and scary - - and I want to tell someone about it, but I couldn't do it face to face - - not today, anyway. So you, way off there in Ohio, are my "confessor".

I was invited and went to a beach party last night with Gary Bowman - - you remember he was a senior when we were sophomores - - played the lead in Carousel, the spring musical. Well I've heard about 17 year old girls being really excited about being asked out by a college sophomore - - and all I've heard is true. I really felt great.

But we got there and after I was introduced to some of the kids - - and said hello to some I knew - - Gary offered me a can of beer. Well, you know I don't drink, but I didn't want to do anything to spoil the date at that point, so I took it. (I had looked around quickly - - trying not to be obvious - - to see if any girls were drinking anything else - - I didn't see anyone with anything but beer.) Then I didn't know whether just to hold it or really drink it. I felt like I shouldn't drink it, but I also felt that was a pretty childish, Sunday School feeling - - that how would I ever know whether I wanted to drink or not if I didn't try it. So when Gary said "Drink up" - - I did. You know we've tasted beer before and didn't particularly like the taste, but the point here was not whether you liked it or not - - I didn't dislike it, and it was part of the party atmosphere so I drank it - - in sips and occasionally, in long stinging, eye-watering draughts - - a lady's version of chug-a-lugging, as one girl said. So though I still felt a bit uneasy, I would have felt more so without drinking and after my second can I began to really enjoy it.

But, Gary, for some reason, was there just to drink. He sloshed down three cans during the time I took to drink one, and it soon was obvious he was really going to get smashed. He wasn't paying much attention to me - - which kind of hurt me - - but then, I was having fun talking to some other kids, so it didn't leave me destitute. (I guess beer does make talking easier because I was entering right into the conversation - - with college boys I didn't even know.)

After awhile I got into a really deep conversation with a fraternity brother of Gary's, a real sharp, handsome guy named Pete. His date was a blind one, and she turned out to be a "dog", he said - - a boozer - - and she was drinking a lot - - about like Gary was.

So Pete and I talked, drank beer, danced, and then went for a walk down the beach. I felt all warm and nice, and when we stopped and he kissed me I kissed him back - - and felt good about it.

We came back after a while and did some singing (Pete payed the guitar and is really a sensation). It was pretty raucous for awhile - - loud singing, wrestling, guys shooting beer at each other, and trying to throw each other in the fire - - but pretty soon some of them began to pass out. By the time we were ready to leave Gary and Pete's date were both out, so Pete said he'd take us all home. He took his date home first, then dropped Gary off at his house (just laid him out on a chaise on the side patio) and then took me home.

I was feeling warm, sleepy, and good. When he kissed me and then began to go further I just enjoyed it - - I really did. Then I'd have flashes of thought which told me I was going too far, certainly for a first date that wasn't even a first date - - and that he was probably just using me and probably didn't care a whit for me. But he said he did and I felt like I really could - - even did - - love him, so - -

But don't let your imagination run away with you, Marilyn. We didn't go very far, really, and when I said, in no frightened way, that I did have to be in by 2, he was very nice.

So that was my first drinking party. In some ways it was as much enjoyment as I've ever had, but I also realize that I did lose a lot of my "sober caution." I honestly don't think I'd have been in danger from Gary or any of the other drunks, but I really might go farther than I ought to with someone as nice as Pete.

He's asked me to go with him and two other couples for a moonlight sail next weekend. I'm looking forward to it, but at the same time . . .

So that's my story. Write me and tell me what you think. You're a "good head" - - I respect your opinion.

Love,
Karen

* * *

In this letter we see one transition from a non-drinker to a drinker - - a transition that certainly wasn't very purposeful. Truthfully it seemed that Karen wanted as much not to be a non-drinker as to be a drinker. Then, later, we have a picture of alcohol's "loosening" effect, so that a probably self-conscious girl was able to talk freely with older, more prestigious people. The letter centers on the reduction of Karen's inhibitions relative to her sexual feelings and behaviors and particularly how these were reduced when she really "liked the boy". Most girls will not just lose inhibitions in general (they wouldn't make love with just anyone), but will find caution reduced where a very attractive partner is concerned.

MATH PROJECTS

Students can be assigned to following problems:

1. In 1935, state and local liquor tax revenues were $19,685,000. In 1972, they were $161,450,000. What is the present increase from 1935 to 1972?

2. The legal limit in Ohio for level of alcohol in the bloodstream while operating an automobile is 0.10%. This is a way of measuring impairment of driving skills due to intoxication. If a person weighs 150 lbs. and each can of beer consumed raises the blood alcohol content (BAC) by 0.02%, how many cans of beer will put this driver over his or her limit for driving legally?

3. In the entire U.S. population, 71% of the people who are 18 years of age and older drink alcoholic beverages to some degree. It is estimated that one drinker out of 10 is an alcoholic. Approximately 3 out of 10 drinkers are "light drinkers" (have alcohol only a few times a year). The remainder are "moderate to heavy drinkers". Draw a Venn diagram which shows:
    1. Set of entire U.S. population
    2. Set of all drinkers (18 and over)
    3. Set of alcoholics
    4. Set of drinkers who are not alcoholics
    5. Set of moderate to heavy drinkers

4. Create a mathematical expression for the decision process that results in a decision to get drunk. Create symbols for the following terms. Explain your expression to the class.

    BEER

    WINE

    LIQUOR

    MONEY

    CAR

    BEVERAGE STORE

    PRESENT LOCATION

    NON–DRINKING ALTERNATIVE ACTIVITIES

    PAST POSITIVE DRUNKEN EXPERIENCE (+ PDE)

    MALE FRIENDS

    FEMALE FRIENDS

    PAST NEGATIVE DRUNKEN EXPERIENCE (– PDE)

5. Investigators studied teenagers in grades 7 - 12 who drank occasionally to find out:

WHERE DO TEENAGERS DRINK?

Location of Drinking	Grades					
	7	8	9	10	11	12
At home on special occasions	60*	68	65	58	63	68
At parties with no adults present	35	50	58	65	70	75
Family dinners	35	37	34	30	32	35
Driving around or sitting in car	20	30	40	50	52	54

*Numbers in the chart represent the percentage of the drinkers at a given grade level who reported they drank at this location.

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a. Where do most youth drink in the 7th grade?

b. Where do most youth drink in the 12th grade?

c. If you saw a car full of high school students going past, and you noticed a couple of cans of beer being passed around, would it be more likely that they were freshmen or seniors?

d. What drinking setting shows the largest gain in popularity from grade 7 to grade 12?

SPEECH PROJECTS

Students create:

1. **Persuasive speeches** on why parents should or should not allow adolescents to drink at home as a method of preventing alcohol abuse outside the home.
2. **Informative speeches** on the effect of advertising on attitudes toward drinking. (Students would do well to illustrate speeches with actual magazine or newspaper ads).
3. **Humorous speeches** on one day in the life of a can of beer.
4. **Extemporaneous speeches** on what they have learned thus far about drinking customs in the United States from family, friends, and neighborhood acquaintances. Pretend they are addressing a group of aliens visiting earth for the first time.

JOURNALISM PROJECTS

Students can:

1. Attend an open Alcoholics Anonymous, Al-Anon, or Alateen meeting in their neighborhood and interview one of the members (with their permission). Write a story for possible publication in their school newspaper.
2. Interview shopkeepers in the immediate neighborhood surrounding the school and ask them for their opinions about teenage drinking and how they handle a situation where a minor is trying to buy beer or wine at their store.
3. Select a newspaper article on drinking or alcoholism and analyze it to determine what source might have been used by the reporter to write the story. Contact the reporter (if possible) to see how accurate your guesses were.

GUIDELINES FOR HELPING STUDENTS WITH DRINKING PROBLEMS

THE STUDENT WITH AN ALCOHOL OR OTHER DRUG PROBLEM

- *Do you think that one of your students may have a drinking or drug problem?*

CAUTION:
The following information is furnished on the assumption that considerations of school discipline are, in the main, distinct from considerations of treatment for an illness like alcoholism. Behavior calling for a disciplinary response should be carefully weighed against behavior calling for a treatment response. Treatment should not be presented to a student as a form of disciplinary action but simply as a means of preventing the progression of a chronic illness.

ENCOURAGEMENT:
This outline may help you facilitate an intervention process that could stop a student's alcohol or other drug problem before it progresses into something more difficult to treat successfully. There is documented evidence that alcoholism can develop at an early age. Obviously, no one sign of alcoholism/drug dependence should be considered as proof that a student has a problem. Some of these signs may be typical of **normal** adoslescent variability or other health problems. **Signs are not proof.** Conclusions should be based on fact, not assumption. In the majority of cases however, if the student's behavior is abnormal enough to arouse a teacher's suspicions, the chances are very good a problem may be present.

IS THERE EVIDENCE OF A PROBLEM?

Early Warning Signs

- Abrupt changes in school or work attendance, quality of work, grades, discipline, work output
- Unusual flare-ups or outbreaks of temper
- Withdrawal from responsibility
- General changes in overall attitude
- Deterioration of physical appearance and grooming
- Furtive behavior regarding actions and possessions
- Association with known users of alcohol or other drugs
- Unusual borrowing of money from parents or friends
- Stealing small items from home, school or employer
- Attempts to appear inconspicuous in manner and appearance (to avoid attention and suspicion)
- May frequently be in odd places without cause – such as storage rooms, closets, basements (to take drugs)
- Frequent use of breath sprays, thermos bottles, cough medicine
- Occasionally appears drunk during the school day.

(**Note**: It is not so much the frequency or quantity of alcohol consumption, but the disruption in some area of a student's life that indicates presence of alcoholism.)

AM I THE BEST PERSON TO HELP THE STUDENT?

Self Assessment

- Have I had any previous negative experiences with this student that might hinder me in functioning as a "concerned" adult?
- Am I aware and trusting of another faculty member who might be more willing or able to help the student?

HOW WILL THE STUDENT BE CONFRONTED?

TEACHER ONLY	TEACHER AND OTHER RESOURCE PERSON	OTHER RESOURCE PERSON ONLY
"I think I know the student well enough to have a preliminary conference alone with him/her."	"I think I should involve (name) and confront the student together."	"I think (name) could handle this more productively without my direct involvement."
See statement below.	Furnish data you have gathered to other resource person and jointly plan how student will be approached and what role each of you will play in that conference.	Furnish data to other resource person and offer to smooth the referral of the student to him/her.

WHAT DO I SAY FIRST?

OPENING STATEMENT OF TEACHER:

"(Name), I am concerned about you because I have noticed (behavior A), (behavior B), etc. I am not sure what it means, but it may be due to drinking, other drug use, or some personal problems at home. If you have some time and would care to, I'd like to talk with you now, or we could set a time for later."

SCENARIO #1 (Student Resists)
"I don't want to. It's none of your business anyhow."

TEACHER:
"You may be right, but I'm still concerned and I think it is important to get it checked out. I know some people who are knowledgable and if you'd like I can give you their names now or you can get them from me later. If it would make it easier, I'm willing to go with you and introduce you to them.

STUDENT:
"I'm not interested. . ."

TEACHER:
"If you don't want to talk about it now, that's your decision. If you change your mind later, I'll be available."

SCENARIO #2 (Student Cooperates)

TEACHER:
(Opening statement from scenario #1)

STUDENT:
"O.K. . ."

TEACHER:

"I've already mentioned what I've observed. Can you throw any more light on it?

Note:

The teacher's role is that of a referral agent, not an in-depth counselor. Remember that you are dealing with an issue that is very threatening to the student. Take time to listen. You may discover that the "problem" is an alcoholic parent or sibling. That is every bit as serious as a personal drinking problem.

Although, the focus of this section has been drinking problems, the symptoms and intervention methods apply equally well to other drug problems.

QUESTIONS FOR TEENS TO CHECK UP ON THEIR OWN DRINKING

1. Do you drink because you have problems? To face up to stressful situations?
2. Do you drink when you get angry at other people, your friends, or parents?
3. Do you often prefer to drink alone, rather than with others?
4. Are your grades starting to slip? Are you goofing off on the job?
5. Do you ever try to stop drinking or just less - and fail?
6. Have you begun to drink in the morning, before school or work?
7. Do you gulp your drinks as if to satisfy a great thirst?
8. Do you have blackouts, periods where you don't remember what you did?
9. Do you avoid leveling with others about your drinking?
10. Do you ever get into trouble when you are drinking?
11. Do you often get drunk when you drink, even when you do not mean to?
12. Do you think it is cool to be able to hold your liquor?
13. Have you ever felt you could do more with your life if you did not drink?

No one affirmative answer or group of answers is conclusive proof of alcoholism. However, each one of them is an early warning sign which should not be ignored.

Alcoholics Anonymous; **Too Young?**; World Services, Inc.; New York: AA General Service Conference, 1977.

FOR GUIDANCE COUNSELORS:

General Principles for Helping a Student with an Alcohol-related Problem

1. Goal of interview is for student to accept assistance in identifying the problem.
2. Interview should include questions designed to detect disruptions in the student's life that can be directly attributed to drinking or drug use.
3. Be aware that denial is symptomatic of a drinking problem.
4. Data gathered should be fed back to the student in such a way as to associate life disruption directly with specific drinking or drug use.

Possible statements that might be made by a student during an interview.	**Interpretation of responses in terms of early-stage alcoholism***
1. Lately I need a drink everyday.	1. Physical dependence
2. My memory is poor when I drink.	2. Neurological - impairment and inter - personal difficulty
3. My parents and/or friends are upset by my drinking.	3. Family - job - disruption
4. I get uptight often - drinking relaxes me.	4. Relief drinking
5. I find that once I start I can't stop.	5. Loss of control and compulsion
6. I drink by myself - I prefer to drink alone.	6. Guilt about drinking
7. Yes! I drink but not as much as others do.	7. Denial and rationalization, underplaying consumption
8. It's not a big problem yet - I can handle it.	8. Denial
9. I feel bad about drinking the way I do but I still do it.	9. Guilt and loss of control
10. My friends don't bother with me anymore.	10. Alienation and Interpersonal disruption

*See pamphlet "Detour Alcoholism Ahead" for detailed discussion of stages of alcoholism.

A Guide To: Alcoholism Identification and Referral. New York City Affiliate, Inc., National Council on Alcoholism. New York.

DEVELOPMENTAL TASKS OF ADOLESCENCE (Approximately age 12 to 18)

TASK	SOME TYPICAL ACTIVITIES DURING TASK ACCOMPLISHMENT	SOME WAYS DRINKING MAY INTERVENE IN TASK ACCOMPLISHMENT
Development of a Philosophy of Life Acquiring adequate information, balanced attitudes, and constructive values as a guide to behavior - - an outlook on life.	A person may chose to live by a work, religious, social service, or pleasure ethic; adopt transcendentalism as a driving life force; or turn to what he or she feels is an ecologically sound way of life. One's basic outlook is based on assimilated information and attitudes and on behavior.	Part of one's outlook includes a view of the role of drinking. A person may have uncritically assumed a drinking practice, have hang-ups regarding drinking, or not know how to drink. A person who choses to live by a pleasure ethic may prefer intoxication to sobriety; some religious ethics dictate total abstention from alcohol.
Development of Peer Group Relations Achieving new and mature relations with age mates of both sexes. Achieving a masculine or feminine social role.	Practice in developing social skills: dating, organization of or participation in clubs, gangs, social events, etc. In today's world, this task may be more perplexing than in decades past. Females must define individually what being a woman means to them in choice of career and style of homemaking. Males also must sort options that have not always been considered appropriate male roles.	Drinking may seem the way to gain peer acceptance. It may be the focus of social events. To some males, drinking may symbolize masculinity. To some females, drinking may be thought to make one "sexy" or to be a bold departure from the older generations' view of lady-like behavior.
Development of Personal Independence Accepting one's physique and using the body effectively. Achieving emotional independence of parents and other adults. Preparing for marriage and family life. Preparing for an economic career.	Concern with physical appearance - - acne, obesity, etc. Comparison of own personal appearance with appearance of others. Emotional and economic independence are both symbolized by one's ability to earn money, thus severing some of the dependence of adults. Responsibility for decisions about careers, mates, expenditures of time and money, etc. become the responsibility and prerogative of the adolescent.	Alcohol may be used to alleviate anxiety about physical appearance. Drinking may symbolize rebellion against parent or adult authority. It may be "something to do" when unemployed or bored. Alcohol may be used to alleviate anxiety about making decisions or taking actions that may have long-term implications. With the economic independence comes the ability to buy one's own drink. Just as with other adult practices, adult drinking practices may be emulated. Thus, drinking may signify rite of passage into adulthood.

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*Planning a Prevention Program. The National Center for Alcohol Education. Arlington, Va. April 1977. p. 4.

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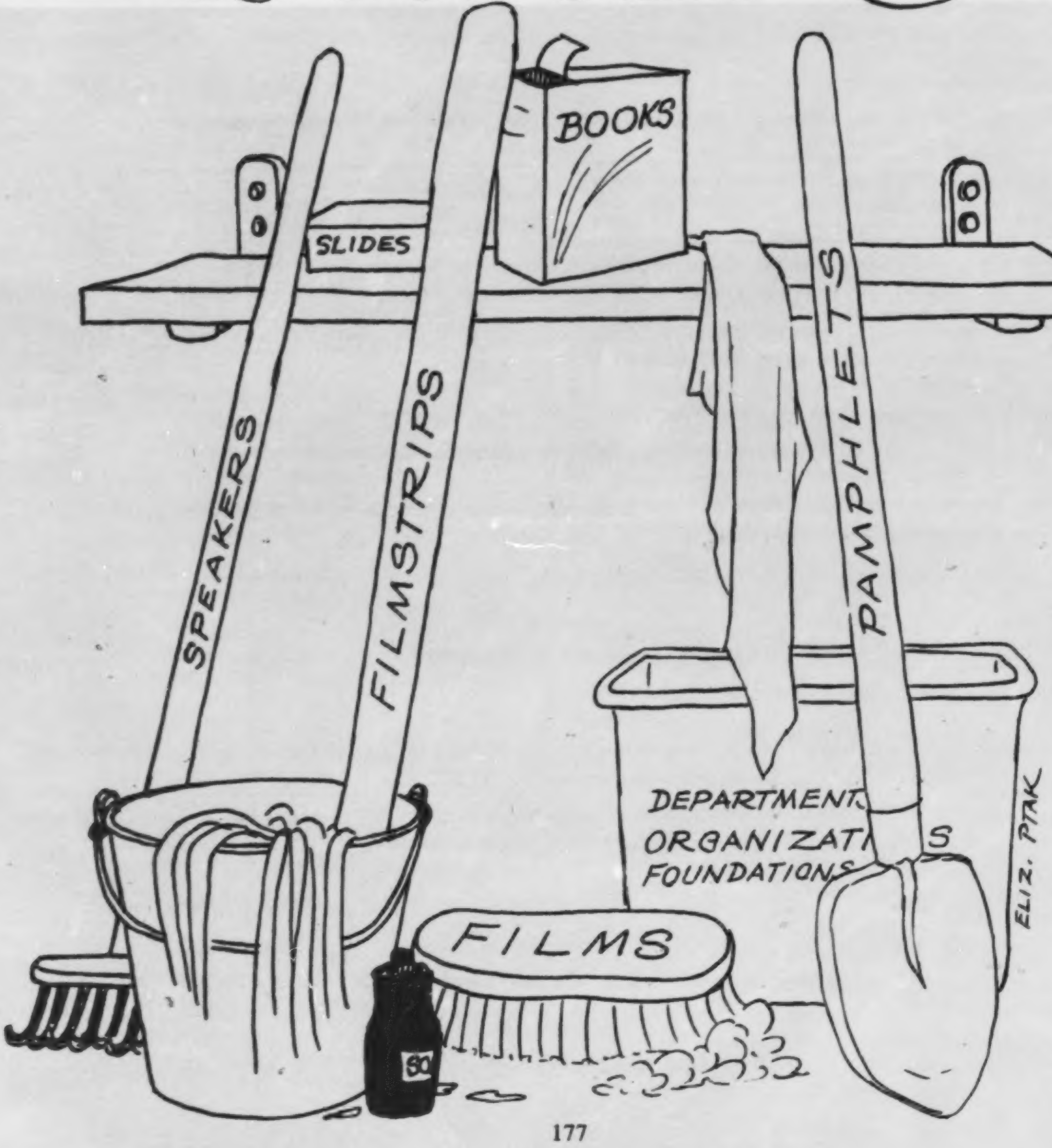
SPARE TOOLS FOR TEACHERS



ELIZ. PITAK

ANNOTATED BIBLIOGRAPHY FOR TEACHERS

Listed below are a variety of books useful for conducting alcohol education in the classroom. These resources are the best of the materials currently available for teachers interested in preventing adolescent alcohol abuse.

PREPARING YOURSELF

Do It Now Foundation. **Some Concepts In Chemical Survival Education.** Phoenix, Az., '76.

General do's and don'ts to keep in mind.

Finn, Peter. **Alcohol: You Can Help Your Kids Cope – A Guide For The Elementary Teacher.** New York: N.C.A., Pamphlet.

A concise guide for elementary teachers, but relevant to other teachers as well. Includes excellent discussion-leading hints.

Kosuth, Joan, and Minnesang, Choices - - **Organizing and Teaching a Course in Personal Decision-Making.** Pennent Press, San Diego, Calif., 1975.

A handbook for teachers who want to supplement the "personal decision-making" aspects of existing alcohol education curricula.

Miles, Samuel A., Ed. **Learning About Alcohol: A Resource Book For Teachers.** Washington, D.C.: 1974. American Association for Health, Physical Education and Recreation.

This book is designed to be a single source of practical material for the classroom teacher, providing the means for developing effective approaches to alcohol education.

National Council on Alcoholism. **Resource Guide for Alcohol Education.** New York: N.C.A., 1975.

A handbook of factual information about alcohol, student handouts, and classroom strategies.

Ohio Department of Education. **What If . . . ? Suggested Guidelines for School Policy Concerning Drug-Related Problems.** Columbus, Ohio:, Ohio Department of Education, 1975.

Supplies teachers with relevant laws and suggested ways of handling alcohol and other drug-related situations in school.

Russell, Robert D. **The Last Bell is Ringing.** Minneapolis: CompCare Publications, 1978. (Booklet)

Concerns drinking in the teaching profession.

Southern Regional Education Board. **Doing Drug Education: The Role of the School Teacher.** Atlanta, GA: Southern Regional Education Board., 1975. DHEW Publication No. (ADM) 75-232.

Explains students' needs at different age levels, discusses conceptual issues, and delineates values, attitudes, skills, and knowledge necessary for the teacher to be effective in alcohol and other drug education.

GENERAL GUIDES

Milgram, Gail G. **Alcohol Education Materials: An Annotated Bibliography.** New Brunswick, N.J., Rutgers Center of Alcohol Studies, 1976.

National Clearinghouse for Alcohol Information. A List of Curriculum Guides for Alcohol Education. Rockville, MD: NIAAA, 1975.

TEENAGE DRINKING

Addeo, Edmond G., and Addeo, Jonta., **Why Our Children Drink.** Prentice Hall, Inc., Englewood Cliffs, N.J., 1975.

Aimed at parents and eminently readable. This book furnishes a summary of the influences on adolescent drinking and practical suggestions on home preventive measures.

Bacon, Margaret., **Teen–Age Drinking.** Thomas Y. Crowell Co., New York, New York, 1968.

A well-researched treatise on teenage drinking which frequently appears on "Recommended-Reading" lists.

Smart, Reginald G. **The New Drinkers: Teenage Use and Abuse of Alcohol.** Toronto: Addiction Research Foundation, 1976.

Distinguishes teenage abuse from teenage alcoholism and supplies an impressive amount of information on the why's and wherefores of teenage drinking.

ALCOHOL EDUCATION TECHNIQUES

Canfield, Jack, and Wells, Harold., **100 Ways to Enhance Self-Concept in the Classroom, A Handbook for Teachers and Parents.** Prentice Hall, Inc., Englewood Cliffs, N.J., 1976.

A grab bag of 100 classroom strategies that relate to such concepts as self-image, coping with stress, honesty in relationships, etc. All strategies are easily done in less than one class period.

Castile, Anne; Phipps, Bob; and Willis, Ron. **Beyond The Facts.** Akron, OH: Akron YMCA, 1975.

An inexpensive guide to using values clarification and other laboratory learning techniques in the classroom; materials developed by the Youth Values Project.

Finn, Peter, and Platt, Judith. **Alcohol and Alcohol Safety, A Curriculum Manual.** National Clearinghouse for Alcohol Information. Rockville, MD., 1972.

The authors use a "concern-centered" approach based on the student's drinking concerns at different grade levels; the resulting K-12 curriculum is extremely comprehensive with learning activities arranged according to topics such as history, physical effects, drinking and driving, alcoholism, etc.

Roberts, Clay and Mooney, Carol. **Here's Looking At You: A Teacher's Guide for Alcohol Education.** Seattle, Washington: Educational Service District, No. 110, 1976.

The main resource used in the creation of "Why Me?" This is an outstanding alcohol education curriculum for K-12.

State of Ohio Department of Education, Dayton City Board of Education, Lima City Board of Education, Educational Research Council of America. **A World To Grow In** and **Human Persons and the Use of Psycho-active Agents.** Cleveland, OH: Educational Research Council of America, 1972 and 1973.

This is a K-12 curriculum on Drugs, Alcohol, and Tobacco. It's the official commissioned work of the Ohio State Department of Education. The original materials are still available from ERCA or the State Department of Education. In 1977, the Cleveland Board of Education's Division of Health and Family Life Education updated selections from the curriculum which are available from the department c/o Issac E. Hamilton.

BACKGROUND INFORMATION:

American Automobile Association. **You . . . Alcohol and Driving.** Falls Church, VA. American Automobile Association, 1976.

Provides a down-to-earth explanation of the effects of drinking. It is available from the Cleveland AAA for 35¢ a copy; a real value.

Chafetz, Morris E. **Why Drinking Can Be Good For You.** New York: Stein and Day, 1976.

This is a book written for the general public by a noted authority in the field of alcohol studies. The underlying assumption of the book is that drinkers who are not alcoholics can drink in moderation with little risk to health and safety. Dr. Chafetz supplies guidelines for "safe" drinking.

Hochbaum, Godfrey M. **Health Behavior.** Belmont, Calif: Wadsworth, 1970.

A concise analysis of why individuals undertake certain health behaviors; emphasizes risk-taking and the process of decision-making. Explains why people act contrary to the facts occasionally.

Johnson, Vernon E. **I'll Quit Tomorrow.** Harper Row, San Francisco, Calif., 1973.

If you read no other book on alcoholism, read this one. Dr. Johnson takes you behind the scenes to see the feeling and thinking of alcoholic people and how they can be helped to arrest their illness in its early stages.

Marrin, Mike, ed. **The Emperor's New Clothes: Kids See the Darndest Things.** Center City, Minnesota: Hazelden Books, 1974.

The editor has compiled a collection of elementary school children's responses to the question "What do people do when they drink that you don't like?" Their answers appear in the children's handwriting with original drawings. A good resource for elementary school teachers.

Maxwell, Ruth. **The Booze Battle.** Praeger, New York, New York, 1976.

Ms. Maxwell offers practical suggestions for friends and family members of alcoholic persons. Case studies are provided.

National Institute on Alcohol Abuse and Alcoholism. **Alcohol and Alcoholism: Problems, Programs and Progress.** Rockville, Maryland: National Institute of Mental Health, 1972.

This book presents background information on the history of alcohol problems, causal theories of alcoholism, and efforts to control and treat the illness. This is a good source book with exciting documentation.

Seixas, Judith. **Alcohol: What It Is What It Does.** New York: Greenwillow Books, 1977.

For readers ages 6 to 9 with cartoon illustrations. Excellent elementary school resource.

ANNOTATED BIBLIOGRAPHY OF LITERATURE FOR STUDENTS

Literature can be an important resource to use in alcohol education. Not only can awareness of alcohol abuse be heightened, but insight into problems which some students might already be feeling can be gained. The opportunity to focus on this both in written work and small group discussion should be provided.

Cleary, Beverly. **Emily's Runaway Imagination**. New York: William Morrow, 1961.

Emily feeds fermented apples to the pigs so that she won't waste food. The pigs become intoxicated and the results are disastrous. E.

Daly, Maureen. **The Seventeenth Summer**. New York: Archway Paperback Pocket Books, 1968.

Told in the first person, this is the story of a seventeen year old girl on the threshold of her first experience with love and drinking. S.H., j.h.*

Dolan, Joan. **I Never Saw the Sun Rise**. Minneapolis: CompCare Publications, 1977.

This book opens a door into the private, painful, sometimes funny world of the adolescent - with its peer pressures, family hassles, roller-coaster emotions, rebellions, self-involvement and sorting out of values.

The author is a quiet, middle-American teenager, who could just as well be your own daughter - or mine. She includes drawings, letters and reflective poems.

For parents who want to communicate with their adolescents, for teachers and counselors who want to help, for teenagers who want to understand themselves - this offers insights into why young people get into chemicals, including alcohol, and some hopeful solutions if they do.

Hinton, S.E. **The Outsiders**. New York: Dell, 1967.

Written by a seventeen year old insider, this is a novel about the conflict of two warring groups of teenagers. As they strive to find their place in the world, one group gets drunk and violence erupts. J.H., s. h.*

Hornik, Edith Lynn. **You and Your Alcoholic Parent**. New York: Association Press, 1974. E., J.H., s.h.*

The author gives sensible answers to questions frequently asked by young people about their alcoholic parents. The book cites many real - life situations and shows how the young people coped.

Miller, Warren. **The Cool World**. Greenwich: Fawcett, 1959.

A portrait of New York's Black ghetto, using the language of Harlem streets. A devastating description of a gang fight, preceded by heavy drinking to gain courage is given. S.H., j.h.*

Rebeta-Burditt, Joyce. **The Cracker Factory**. Collier Books: New York, 1977.

"Everone's worry, everyone's albatross" is Cassie's description of herself. A young suburban housewife, unable to cope with the tasks of raising her children and deteriorating personal relationships, finally begins to deal with her alcoholism. S.H.**

Salinger, J.D. **The Catcher in The Rye**. New York: Bantam, 1964.

A teenage boy who runs away from school gets drunk in a bar. S.H.*

Salinger, J.D. **Raise High the Roof Beam, Carpenters and Seymour**. New York: Bantam, 1965.

In this continuation in the life of the same family, the teenager, now twenty-three, gets drunk as he entertains guests. S.H.*

Scoppetone, Sandra. **The Late Great Me.** New York: Bantam Books, 1977

Becoming a somebody in her mother's and her own eyes leads Geri to a desperate involvement with alcohol as she seeks "all-round popularity." This book, while it is an excellent portrayal of teenage alcoholism, includes explicit sexual passages. It is a teacher who finally successfully encourages Geri to seek treatment. S.H.* **

Sherburne, Zoa. **Jennifer.** New York: William Morrow, 1959.

The compelling story of the relationship between a teenage girl and her alcoholic mother. E., j.h.

Snyder, Anne. **First Step** New York: Holt, Rinehart, and Winston, 1975.

Novel about Cindy, a teenage girl who denies that her mother is alcoholic until she is faced with a personal disaster. With Mitch's help, Cindy learns that she is not alone in her problem of an alcoholic parent and takes the first step towards help. El., j.h.*

Snyder, Anne. **My Name Is Davy, I'm an Alcoholic.** New York: Holt, Rinehart, and Winston, 1977.

Novel about relationship of lonely high school students who abuse alcohol to help them cope. Their involvement with alcohol results in a catastrophic decision with tragic results. S.H. **

Summers, James. **The Long Ride Home.** Philadelphia: Westminister.

A novel about the devastating effects of a father's alcoholism upon his teenage son and daughter and the role of AA and Alateen as resources for help. S.H., j.h.

Twain, Mark. **The Adventures of Huckleberry Finn.** New York: Signet, 1959.

Story of a young boy's adventures on a raft on the Mississippi and his drinking Pap who would whale him when he was drunk. E., j.h. *

Wagner, Robin. **Sarah T. Portrait of a Teenage Alcoholic.** New York: Ballantine Books, 1975.

This compassionate portrayal of a teenage problem drinker is based on the Universal television production. Alienation, poor self-image and denial contribute to the momentum of Sarah's drinking which progresses from alcohol abuse to alcoholism until the need for rehabilitation is finally acknowledged. S.H. * **

Woody, Regina. **One Day at A Time.** Philadelphia: Westminister Press.

The story of a thirteen year old girl who learns to cope with the crisis caused by her mother's alcoholism. By sharing her experiences with Alateen members, she learns to live one day at a time. J.H., e.

CODE:

E. – Elementary
J.H. – Junior High
S.H. – Senior High

If one letter is capitalized and the other is not (J.H. - e), the reference is directed toward the capitalized classification but can be used in the other.

* Available in paperback
** The reading material is mature. It is suggested that teachers first read the book and consider maturity of the student before recommending.

CLASSROOM MATERIALS

- A Shopping List -

for Bargin Hunters

If you are fortunate enough to have money to spend on alcohol education materials, it is very easy to waste it on worthless junk. The aids below have been carefully selected from all the alcohol education materials that have come to the authors' attention over the years. **They represent the best value for your dollar.** PTA's and PTO's are sometimes willing to purchase limited quantities. Ask your school's representative.

Listed below are organizations which provide educational materials. They are recommended as sources of good quality pamphlets, books, films, etc. In many cases the materials are free of charge. Please contact the source directly for current availability of a particular product. Prices are subject to change.

SOURCE	TITLE
Addiction Research Foundation 33 Russell Street Toronto, Canada M5s 2S1	"It's My Life" (Pamphlet) 35 cents each; elementary school "Alcohol-Do You Know Enough About It?" (Pamphlet) 35 cents each; junior and senior high school "Teenage Drinking: Use and Abuse of Alcohol" (audio - cassette, 23 mins.) $9.00 each; senior high school.
Alcoholics Anonymous World Services, Inc. Box 459 Grand Central Station New York, N.Y. 10017 or locally Alcoholics Anonymous Cleveland District Office Mezzanine No. 6 1 Public Square Cleveland, Ohio 44113	"Too Young?" (Pamphlet) 25 cents each; senior high school
Al-Anon Family Group Headquarters 115 East 23rd Street New York, N.Y. 10010	"Al-Anon, You and The Alcoholic." 15 cents each. (Pamphlet); junior and senior high school.
Cleveland Automobile Club 6000 South Marginal Road Cleveland, Ohio 44103	AAA publishes a variety of pamphlets and audio-visual materials that focus on the issue of drinking and its effects on driving ability. Contact them for a complete catalogue, but note especially: "You . . . Alcohol and Driving." (booklet) 35 cents each, senior high school
Do It Now Foundation P. O. Box 5115 Phoenix, AZ. 85010	Publishes a comprehensive line of literature on alcohol and other drugs geared to the youth reader (senior high school recommended). Note especially: "Alcohol: How It Can Affect Your Health, Nutrition, and the Vitamins In Your Body". (Pamphlet), 15 cents each; junior and senior high school.

Hazelden Books Box 176 Center City, Minnesota 55012 (800) - 328 - 9288 (toll free)	"A Letter to Our Alcoholic Dad" (Pamphlet) 15 cents each; junior and senior high school.
Kemper Insurance Companies Long Grove, Illinois 60049	"Guide for the Family of the Alcoholic" (Pamphlet) 1st 50 copies free, 10 cents each thereafter. Junior and senior high school. "Detour, Alcoholism Ahead" (Pamphlet) 1st 50 copies free, 10 cents each thereafter. Junior and senior high school.
National Clearinghouse for Alcohol Information (NCALI) P. O. Box 2345 Rockville, MD. 20852 (301) 948 - 4450	See order form enclosed in this section. NCALI publishes a voluminous amount of literature for all types of audiences. These materials are free of charge.
National Congress of Parents and Teachers 700 North Rush Street Chicago, Illinois 60611 (312) 787 - 0977	"Alcohol: A Family Affair". (Pamphlet, 3 pp) 4 cents each; parents, junior and senior high school. "Poster set" 8 posters for $4.00 per set, junior and senior high school. Inquire about their Alcohol Education Project.
National Council on Alcoholism Publications Division 733 Third Avenue New York, N.Y. 10017 (212) 986 - 4433	"Strictly for Teenagers" (Pamphlet, 4 pp) 10 cents each; (minimum order 50). Junior and senior high school.
Ohio Department of Health Division of Alcoholism Literature Department 246 North High Street Columbus, Ohio 43216 (614) 466 - 3445	"Thinking About Drinking" "The New Alcoholics" "You and Your Alcoholic Parent" "How to Help the Alcoholic" (pamphlets, average 30 pp). Free in quantities of 25. Junior and senior high school
Ohio Department of Liquor Control Public Information Division 2323 West Fifth Avenue Columbus, Ohio 43204 (614) 455 - 2411	"History of Alcohol Control" "Liquor Laws and the Teenager" "Teenage Drinking Quiz" (Pamphlets) Note: This organization has speakers who are specially trained to do classroom presentations and consult with the teacher on alcohol education.
Publications Division Rutgers Center of Alcohol Studies Rutgers University New Brunswick, N.J. 08903	Popular pamphlets on alcohol problems: No. 3 – "How Alcohol Affects the Body" No. 4 – "What the Body Does With Alcohol". 25 cents each; senior high school.

*** Seattle, Washington Education Service District, No. 110 1410 South 200th Street Seattle, Washington 98148 (206) 242 - 9400	"Here's Looking at You – A Teacher's Guide for Alcohol Education". The curriculum handbook and packages of audio-visual resources can be ordered by using the address at left. Ask for current price information.
Wisconsin Clearinghouse for Alcohol and Other Drugs Information 420 North Lake Street Madison, Wisconsin 53706 (608) 263 - 2797	"What's There to Do Besides Drink?" (Poster) $1 each; junior and senior high school.
YMCA Values Education Center 80 West Center Street Akron, Ohio 44308 (216) 376 - 7711	"House Rules" (Poster) $2 each; junior and senior high school.

REGIONAL
COUNCIL ON
ALCOHOLISM

3101 EUCLID AVE. SUITE 707 CLEVELAND, OHIO 44115

NOTE: Certificates are available from Regional Council to acknowledge outstanding student projects.

Certifies that

has completed

held

EXECUTIVE DIRECTOR

NATIONAL CLEARINGHOUSE FOR ALCOHOL INFORMATION

PUBLICATIONS ORDER FORM

The National Clearinghouse for Alcohol Information (NCALI) distributes alcohol-related pamphlets, books, posters and other materials published by the National Institute on Alcohol Abuse and Alcoholism. Listed below are some of the informational items available from NCALI. If you would like to receive a copy of any of these items, check the box next to the title. Limited quantities of these materials are available free of charge. If you are interested in obtaining large quantities of any of the items, please so indicate and we will send you details on how and where to obtain them. If you are interested in more information on other NCALI services, simply write a letter detailing your request. We will be pleased to take care of your further alcohol information needs.

ORGANIZATION

LAST NAME FIRST

OCCUPATION

STREET ADDRESS

CITY

STATE ZIP COUNTRY

☐ NIAAA INFORMATION AND FEATURE SERVICE. This news service presents articles on trends, opinions, and programs across the nation, highlights the activities of the NIAAA and other alcoholism organizations, and spotlights topics of special interest. It is designed so that articles can be easily reproduced by other publications. There is no charge for a subscription to this publication; check the box to have your name placed on the mailing list.

☐ ALCOHOL HEALTH AND RESEARCH WORLD. Intended for all professionals involved in the treatment, research and prevention of alcohol abuse and alcoholism, this periodic bulletin provides in-depth coverage of specific topics related to alcohol. THIS IS A PAID SUBSCRIPTION PUBLICATION: CHECK THE BOX FOR MORE INFORMATION AND A SUBSCRIPTION ORDER FORM.

SPECIAL INTEREST

☐ PH73 ALCOHOL ABUSE AND WOMEN: A GUIDE TO GETTING HELP. Offers support and treatment information for the woman with an alcohol problem, with emphasis on the particular difficulties faced by the woman problem drinker. 25 pp.

☐ PH86 THE UNSEEN CRISIS: BLACKS AND ALCOHOL. A general audience brochure designed to increase awareness among black Americans of alcohol problems in their community. 15 pp.

☐ PH90 ALCOHOL AND YOUR UNBORN BABY. The risks and potential effects of heavy drinking on the unborn baby are identified to help mothers and families make the best informed, personal decisions concerning alcohol use during pregnancy. 16 pp.

☐ PH108 TREATING ALCOHOLISM: THE ILLNESS, THE SYMPTOMS, THE TREATMENT. Causes and symptoms of alcoholism and its effects on the body are described along with types of therapies and treatment facilities. National organizations and other sources for additional information are named. 16 pp.

☐ PH116 UNAMOS NUESTROS ESFUERZOS...EL ALCOHOLISMO ES UN PROBLEMA DE TODA LA FAMILIA. Bilingual Publication. Discusses alcoholism as a family problem; explains alcoholism, warning signs, how to assist a family member and where to go for assistance.

☐ PH117 TU DECISION. Bilingual Publication. Aimed at the Hispanic young. Explains the effects of alcohol on the mind and body; discusses warning signals and machismo; stresses decision-making.

☐ PH118 SALUD...SALUD? Bilingual Publication. Designed to inform Hispanic men about warning signals of problem drinking; emphasizes moderate drinking.

☐ PH119 HABLEMOS EN CLARO...ALGUNAS PREGUNTAS Y RESPUESTAS SOBRE EL ALCOHOLISMO. Bilingual Publication. Details what is alcoholism, its symptoms, how it affects personality and the body, sources for treatment and assistance.

☐ PH120 DE MUJER A MUJER...HABLEMOS SOBRE EL ALCOHOLISMO. Bilingual Publication. Alcoholism is discussed from the point of view of Hispanic women. Explains treatment and information sources and facilities.

See other side for continuation

ENCAS7304/MAY 1, 1978

GENERAL

☐ PH23 DRINKING ETIQUETTE. Takes a look at the ways people drink and proposes some guidelines to help host, hostess, and guest develop a drinking etiquette thereby avoiding many of the problems which come with unwise drinking. 13 pp.

☐ PH24 THE DRINKING QUESTION. Addresses questions teenagers ask about drinking. Answers are concise and factual but non-technical. It is suitable for use by teenagers and parents. 28 pp.

☐ PH101 THINKING ABOUT DRINKING. Prepared for young people as a basis for discussion of attitudes about drinking. 31 pp.

☐ PH104 SOMEONE CLOSE DRINKS TOO MUCH. Suggestions are offered on how a person can play a key role in the turnabout, treatment, and recovery of "someone close" with an alcohol problem. 15 pp.

☐ PH105 ALCOHOL: SOME QUESTIONS AND ANSWERS. Briefly answers several questions concerning the effects of alcohol on the body and the reasons why people drink. 14 pp.

☐ PH106 FACTS ABOUT ALCOHOL. A digest of Alcohol and Alcoholism presenting factual and easily understandable information about alcohol and its effects on man and society. 44 pp.

☐ PH111 HOW TO HELP: WHAT YOU CAN DO TO HELP YOUR COMMUNITY HELP ALCOHOLIC PEOPLE. Suggests ways to initiate and implement change in alcoholism services on a local level. 16 pp.

☐ PH158 TEACHING ABOUT DRINKING. Suggests classroom techniques for encouraging safe drinking attitudes. 10 pp.

☐ AV151 IN FOCUS: ALCOHOL AND ALCOHOLISM MEDIA. Lists selected films dealing with alcohol abuse and alcoholism. Information includes synopsis of film, audience level, distributor, sale price, and rental fee.

☐ DR DIRECTORY OF TREATMENT RESOURCES. Indicate the state for which you would like to receive a directory.
DR________________________.

☐ DR26 NATIONWIDE DIRECTORY OF OCCUPATIONAL ALCOHOLISM CONSULTANTS.

☐ MS32 ALCOHOLISM PROGRAM CONTACTS. List names and addresses of national and state alcoholism organizations.

POSTERS

☐ AV88.3 What Kind of Drinker Are You 14" x 17", color

☐ AV88.4 Ten Terrific Hangover Cures 14" x 17", color

☐ AV88.5 If You Drink a Lot of Beer 14" x 17", color

☐ AV88.6 Typical Alcoholic 14" x 17", color

☐ AV88.7 Getting Drunk 14" x 17", color

☐ AV88.8 SALUD...SALUD? (POSTER). Lists in Spanish the major warning signs of alcoholism. Size, 20" x 30".

☐ AV88.9 TU DECISION (POSTER). Bilingual message designed to inform Hispanic youth on decision making about drinking. Size, 20" x 30".

☐ AV99 POSTERS. Complete set 18" x 23", black and white, targeted to black Americans. Individual posters listed below.

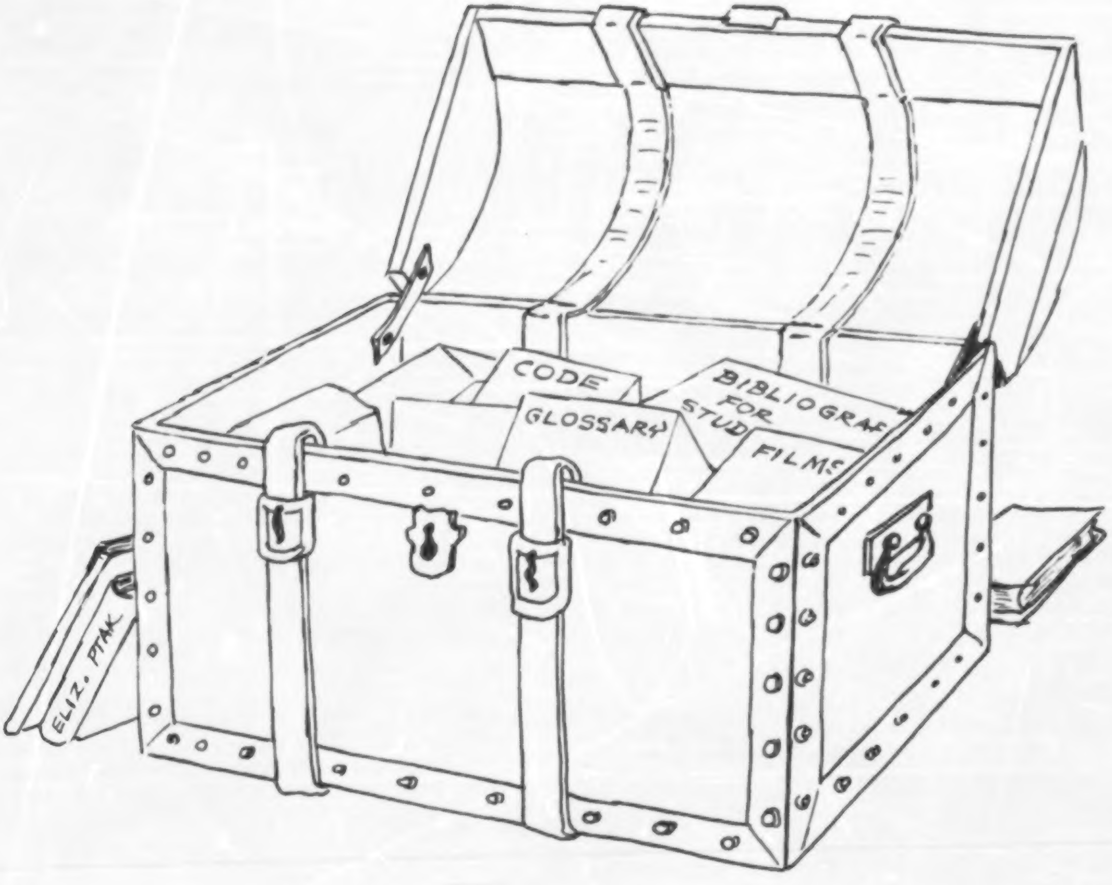
AV99.1 ☐ Reverend Jesse Jackson
AV99.2 ☐ Physical Fitness
AV99.3 ☐ School
AV99.4 ☐ What Kind of Example
AV99.5 ☐ My Baby

☐ AV100.1 Alcohol and Your Unborn Baby 14½" x 23½", black and white

TRAFFIC SAFETY

☐ DT415 HOW TO TALK TO YOUR TEENAGER ABOUT DRINKING AND DRIVING. Offers facts about drinking as well as specific guidelines for parents in discussing alcohol use with their high school age children. 12 pp.

Mail completed form to: NCALI P.O. Box 2345 Rockville, Md. 20852



RESOURCE SECTION

WHO CAN HELP YOU HELP THIS STUDENT?

Helping a student with a suspected alcohol or other drug problem is no easy task. Trained personnel are at the disposal of concerned persons in each of the four counties which fall under the jurisdiction of the Regional Council on Alcoholism. For diagnosis and referral of a student, we recommend you call:

CUYAHOGA COUNTY:

Alcoholism Services of Cleveland
3030 Euclid Avenue
Cleveland, Ohio 44115
Phone: 391 - 2300

GEAUGA COUNTY:

Geauga County Program on Alcoholism
208 East Park Street
Chardon, Ohio 44024
Phone: 285 - 9119

LAKE COUNTY:

Lake County Center on Alcoholism and Drug Abuse, Inc.
8 North State Street
Room 220 - Lake Shore Trust Bldg.
Painesville, Ohio 44077

LORAIN COUNTY:

Lorain County Council on Alcoholism
225 East 6th & Reid
Lorain, Ohio 44052
Phone: 244 - 1225

AA, Al-Anon and Alateen groups are available throughout the region.
For locations and meeting times call 241-7387.

HOW TO PLAN AN EFFECTIVE GUEST SPEAKER VISIT

Guest speakers are like alcohol. They can be used and they can be abused. The classroom teacher should avoid making a guest speaker's visit his/her entire alcohol education effort. A guest can be an effective part however, of a more comprehensive program. It is very helpful to the guest speaker to know what you, the teacher, have already discussed with the students. Some speakers will need audio-visual equipment or special seating arrangements. Be certain to make arrangements for these far enough in advance. Many prospective guest speakers have busy schedules and book engagements weeks ahead of time. Give them at least three weeks notice. Many times, it is productive to have your students write questions or think of topics they would like to raise during the speaker's visit. As a final check, call the speaker on the telephone before the scheduled visit to confirm his/her commitment.

Speakers are available at:

Alcoholism Services of Cleveland (ASC) 3030 Euclid Avenue Cleveland, Ohio 44115 (216) 391 - 2300	ASC maintains a speaker's bureau of volunteers. The speakers are recovering alcoholic men and women or family members of alcoholic people. ASC has access to adult and youth speakers.
Alcoholics Anonymous 1 Public Square Mezzanine No. 6 Cleveland, Ohio 44113 (216) 241 - 7387	Speakers are members of the self-help fellowships as indicated: AA - alcoholics themselves (both teens and adults) Al - Anon = family members and friends of alcoholics
Al - Anon and Alateen (same address as AA) (216) 621 - 1381	Alateen = same as Al-Anon but limited to 13-19 year olds.
Lake Co. General Health District, Alcoholism Program 121 Liberty Street Painesville, Ohio 44077 (216) 946 - 2829, ext. 264	This agency has a staff person available for classroom presentations.
Lorain Co. Alcoholism Program 225 6th & Reid Lorain, Ohio 44052 (216) 244 - 1225	This agency has a staff person available for classroom presentations.
Regional Council on Alcoholism 3101 Euclid Avenue - Suite 707 Cleveland, Ohio 44115 (216) 391 - 5805	The Regional Council in your area has access to peer educators who have attended the Ohio Teenage Institute on Alcohol and Other Drugs.

GUEST SPEAKER

Contact groups on previous page for classroom speakers.

ADVANTAGES

CHAIRPERSON:

1. Has access to material not normally available.
2. May obtain new ideas or new information.

AUDIENCE:

1. May observe a novel presentation.
2. Has opportunity to receive another viewpoint.
3. May have interest stimulated.
4. Experiences a change of "face" or pace.
5. May have own problems clarified.
6. Listeners tend to accept information from a resource person that would be rejected if obtained from familiar person.

DISADVANTAGES

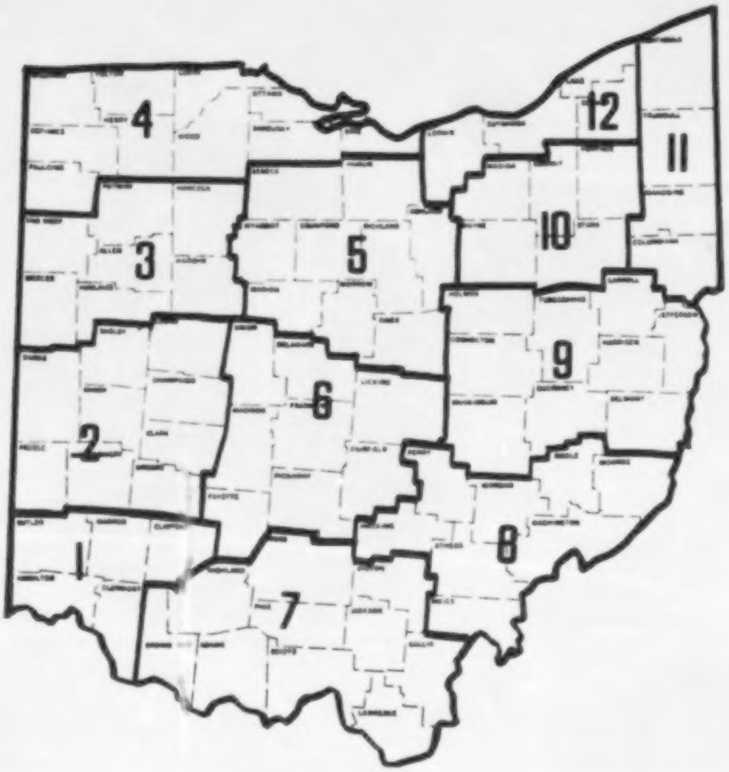
CHAIRPERSON:

1. May have trouble scheduling selected speaker for regular meeting.
2. Must prepare a "stand-by" plan to be used if speaker fails to appear.

AUDIENCE:

1. Is rarely involved except for a question and answer session after the presentation.
2. May lose interest if speaker is boring or too technical.
3. May be subjected to "soap-box" which does not meet expressed needs.
4. May have interests denied by erroneous assumptions.
5. Only hears one person's experience or point of view given as authority.
6. Speaker may lack adequate communication skills.
7. Speaker may use vocabulary or jargon unfamiliar to audience.
8. Speaker may be patronizing.

Source: Scott, Gwendolyn D., Carlo, Mona C., **On Becoming a Health Educator.**
2460 Kerper Blvd., Dubuque, Iowa: Wm. C. Brown, 1974.



REGIONAL ALCOHOLISM PROGRAMS

Region I – Southwestern Ohio Regional
Council on Alcoholism, Inc.
19 Garfield Place - Suite 700
Cincinnati, Ohio 45202
(513) 621 - 7202

Region II – Western Ohio Regional
Council on Alcoholism
125 Wilmington Avenue
Dayton, Ohio 45420
(513) 258 - 1247

Region III – Regional Council on
Alcoholism for West Central Ohio
658 Market Street, - Suite 202
Lima, Ohio 45802
(419) 228 - 7996

Region IV – Northwestern Ohio Regional
Council on Alcoholism, Inc.
Edward Lamb Building - Suite 506
406 Madison Avenue
Toledo, Ohio 43604
(419) 241 - 8821

Region V – North Central Ohio Regional
Council on Alcoholism
35 North Park
Mansfield, Ohio 44902
(419) 526 - 0234

Region VI – Central Ohio Regional
Council on Alcoholism, Inc.
1755 Alum Creek Drive
Columbus, Ohio 43207
(614) 443 - 4627

Region VII – Southern Ohio Regional
Council on Alcoholism
105 2nd Street
Waverly, Ohio 45690
(614) 947 - 7723/7724

Region VIII – Southeastern Ohio Regional
Council on Alcoholism
P. O. Box 1254
Athens, Ohio 45701
(614) 592 - 3025

Region IX – Eastern Ohio Regional
Council on Alcoholism
127 South 10th Street
Cambridge, Ohio 43725
(614) 439 - 3230

Region X – Region Ten Council on Alcoholism
Grantview Building - Suite 304
450 Grant Street
Akron, Ohio 44311
(216) 535 - 7193

Region XI – Northeastern Ohio Regional
Council on Alcoholism
4959 Mahoning Avenue
Youngstown, Ohio 44515
(216) 793 - 9811/9812

Region XII – Regional Council on Alcoholism
of Cuyahoga, Geauga, Lake and Lorain Co., Inc.
3101 Euclid Avenue - Suite 707
Cleveland, Ohio 44115
(216) 391 - 5805

GLOSSARY

Absorption: The process by which ingested alcohol is readily absorbed (taking up of fluids or other substances by the skin, mucous surfaces, or vessels) from the gastrointestinal tract into the blood stream from whence it is distributed to all parts of the body.

Abstain: Refraining completely or temporarily from drinking any alcoholic beverages. Even regular drinkers abstain occasionally.

Addiction: A strong emotional and/or physiological dependence upon alcohol which has progressed beyond voluntary control. The addicted person can no longer choose, nor make a decision to drink.

Alcohol (Ethyl): An alcohol produced by the action of yeast on sugars and starches. A colorless, volatile, inflammable liquid, C_2H_5OH (Ethanol) which is the intoxicating principal in fermented and distilled liquors. Other alcohols are: CH_3OH (Methanol); C_3H_7OH (Propanol); C_5H_3OH (Pentonal) used industrially.

Al–Anon: A fellowship of wives, husbands, relatives, and friends of problem drinkers who are banded together to try to solve their common problems of fear, insecurity, lack of understanding of the alcoholic, and of the warped personal lives resulting from alcoholism. Alateen is Alanon for teenagers.

Alcoholic: Any person whose drinking is causing a persistent problem in any area of his or her life.

Alcoholics Anonymous: A fellowship of men and women who share their experiences with each other in order that they may solve their common problem and help others to arrest the illness of alcoholism. A didactic, inspirational, self-help group for recovery from alcoholism.

Alcoholic Beverage: A mixture of ethyl alcohol, plus water, plus congeners.

Alcoholism: A chronic disease manifested by repeated implicative drinking so as to cause injury to the drinker's health or to his social or economic functioning.

Ambivalence: Simultaneous existence of contradictory emotional attitudes toward the same object, e.g., love and hate.

Alternative: Any activity which has the potential to meet a human need that might otherwise be met by the abuse of alcohol or other drugs, e.g. meditation for relaxation instead of booze.

Analgesic: A pain-dulling drug.

Anesthetic: A drug producing a progressive descending depression of the central nervous system, including a special feature of anesthesia which means loss of all sensation to pain.

Anxiety: A state of emotional tension characterized by apprehension and fearfulness with the reason for the stimulus not easily defined.

Attitude: An idea plus a feeling. The way one feels toward situations when confronted with them. An attitude is a "potential" action. Attitudes have a cognitive aspect, an affective or emotional aspect and a behavioral aspect.

Compulsive Drinking: An insistent, repetitive, intrusive, and unwanted urge to perform an act of drinking contrary to the person's ordinary conscious wishes or standards.

Congener: Any of a variety of chemicals that occur naturally during fermentation or are added to an alcoholic beverage to add to the taste, color, aroma, texture, etc., of the drink.

Decision-Making: A conscious (ideally) process of examining options and their consequences when faced with a choice, then selecting a course of action.

Depressant: Any agent which diminishes the activity of the central nervous system.

Dilution: To reduce the concentration by an addition of a solvent. (e.g., adding water to whiskey).

Distillation: A process or act of driving off vapor from a liquid by heat and condensing the vapor to a liquid.

Drinking-related behavior: All behavior related to drinking and abstaining; includes one's own use of alcohol as well as the way one responds to another's drinking-related behavior.

Drug: Any chemical compound which causes a change in living tissue.

Elimination: The process by which unburned (i.e., not oxidized) alcohol is removed from the body through the action of the lungs and kidneys

Environment: All conditions and events external to an organism that affect its activities.

Fermentation: The chemical change produced in an organic substance, such as sugar, by the action of living organisms, such as yeast. A chemical change in the process of producing wine.

Frustration: Being defeated or prevented from attaining one's purpose or goals. Thwarting of a need or desire.

Hangover: The immediate, unpleasant mental and physical after-effects of drinking, usually of large amounts, other than effects of the prescence of alcohol.

Heredity: The sum total of characteristics transmitted from parent to child by the germ plasma. Alcoholism, although it tends to occur more frequently in children of alcoholics, is not hereditary in the sense that blue eyes or baldness is hereditary.

Human Needs: The psychological, physical and spiritual requirements of the human organism.

Impairment: To weaken or lessen one's value, strength or ability to function.

Implied Consent Law: Gives legal authority to the arresting officer to request any person suspected of driving in an intoxicated condition to submit to a chemical test (breath, blood, urine, or saliva) to determine the alcohol content of his blood.

Inhibition: Conscious restraint of impulse or desire. Judgment and inhibitions are controlled by the forebrain, the first part of the brain that becomes sedated by alcohol in the bloodstream.

Intoxication: (Alcohol) An acute mental disturbance due to variable amounts of alcohol. Legal intoxication in Ohio is 0.1% (i.e., 1/10 of 1%.)

Moderate Drinking: Drinking in low-risk settings at levels far short of intoxication.

Nutrition: The assimilation and utilization of food for proper bodily growth and development.

Oxidation: A series of chemical changes beginning in the liver by which the alcohol is finally reduced to carbon dioxide and water.

Personality: The dynamic response of the individual to his environment. The entire make-up of an individual. What he is, has been and hopes to be.

Prohibition: Legal sanction against the sale, manufacture or transportation of beverage alcohol. Also refers to the Volstead Act (1919) which prohibited manufacture and sale of alcoholic beverages until it was repealed in 1933.

Proof: The amount of alcohol in any alcoholic liquid. In liquor, the stated proof is twice that of the percentage of alcohol. Thus, a whiskey of 100 proof is 50 per cent alcohol.

Rationalization: A mechanism by which one justifies his behavior by making excuses or alibis, rather than true reasons for it.

Resource: Any person, thing, or quality which can be used to help a person meet human needs and make decisions.

Sedative: A drug which relieves nervous tension and induces calmness; it slows down the activity of the central nervous system.

Stimulant: A substance which rouses to action; the opposite of sedative.

Symptom: Any functional evidence of a disease or of a patient's condition, a "sign" that an illness is present like spots on the skin are a symptom of measles or broken promises to quit drinking are a symptom of alcoholism.

Temperance: 1. Moderation; 2. Abstinence.

Tension: The condition arising out of the mobilization of psychological resources to meet a threat, real or imagined.

Tolerance: The ability to endure without ill effects. Increased tolerance develops as a result of increased exposure to a drug.

Toxic: Pertaining to, or of the nature of, poison; harmful.

Tranquilizer: A group of drugs used in psychoses, hypertension and other conditions for their sedative and anxiety-relieving effects.

R. E. C. A. L. L.

Regional Council On Alcoholism Lending Library

391 - 5805

FILM LENDING POLICIES:

A. Films are loaned free of charge.

B. Films are loaned for one week.

C. We do not mail films. They must be picked up and returned by the borrower.

D. Borrower is responsible for any damage to the film.

E. If you are undecided about film choice or require additional information, call 391-5805 and ask for educational consultants.

IT IS VERY IMPORTANT THAT FILMS ARE RETURNED PROMPTLY

Because of high demand, films due back in the morning are occasionally scheduled to go out in the afternoon to another party. Do unto others as you would have them do unto you. Parties returning films late will be charged $1 for each day the film is overdue.

Geauga County – Phone: 285 - 9119
Lake County – Phone: 946 - 2829, ext. 264
Lorain County – Phone: 244 - 1225

R. E. C. A. L. L.

F–1 **Alcohol And You** (See also: F–18, F-24)

28- minutes, Color, Upper Elementary, Jr. High.

This film examines the reasons why 80 million Americans drink, and why one out of every 15 of them become an alcoholic person. It attempts to make the viewer think before he drinks, providing a barrage of facts concerning alcohol, its use and abuse. It points out that young people are growing up in a society where seven out of every ten adults use alcohol. It shows generally accepted uses of alcohol at a family meal, at a wedding reception, at an adult party where alcohol is not the center of fun. It also presents several examples of the harmful uses of alcohol. Leading authorities in the treatment of alcoholism list characteristics and warning signs of the disease.

F–2 **Alcohol and Young People** (See also: F–3, F–13, F–36, S–3)

13-minutes, Color, Jr. High, High School.

Five teenagers (2 boys and 3 girls, aged 14-19), tell their true personal experience with alcoholism. They are not actors but actual middle class adolescents. At least two of them started drinking at age 9, another at 12, and all became alcoholics. They tell how they started, why they continued, and why drinking eventually proved to be a cheat instead of a solution to their problems. The reasons for drinking included peer pressure, proof of masculinity, loneliness, poor self-image, (to the point of attempted suicide), inability to function socially, etc. Finally they tell where to find help: doctors, hotlines, school counselors, Alcoholics Anonymous. As one boy says: "There is help, but you gotta ask."

F–3 **Alcohol and Drugs: Making the Decision** (see also: F–22)

26-minutes, Color, Jr. High, Sr. High

A positive film narrated by Paul Williams and Meredith Baxter Birney: Through interviews with young, recovering alcoholics and through staged scenarios, the film shows us how painful feelings can be faced without alcohol or other drugs. Guidelines for making decisions are offered in a low-key manner. Good film on how to contend with peer pressure and still have friends. Alternative ways of feeling good are shown.

F–4 **Alcohol: How Much Is Too Much?** (See also: F–18, F–24, S–4)

11-minutes, Color, Upper Elementary, Jr. High.

This film describes the nutritional requirements of people, and while portraying drinking behavior in different contexts, describes the reasons why people use alcohol. The effects of different quantities of alcohol are described, noting that such effects differ among people. "Alcohol: How Much Is Too Much?" stresses mature decisions regarding drinking, in terms of respect for one's self and others.

F–8 **Psychoactive** (See also: F–21)

28 minutes, Color, Sr. High, Adults

A good general film of the effects of different psychoactive drugs (including alcohol) on the body and the mind. Especially recommended for health and physical education classes.

F–9 **Cheers** (See also: F–20)

4-minutes, 20 seconds, Color, Jr. High, Sr. High, Adult.

Shows various scenes of under-age drinking in a park, a laundromat, and at home. Raises questions about teenage and adult behavior, and about parental attitudes and beliefs. Open-ended for discussion. No breaks between sequences. Recommend "stop action" technique for projectionist.

F–10 **Conspiracy of Silence** (See also: F–23, F–25, F-27, F–31)

28-minutes, Color, High School, Adult, Good for Al-Anon Groups.

A young couple in suburbia are faced with the problems of alcoholism and its progression in the husband. Lack of communication and a failure to recognize the signs of the illness produce a breakdown in the relationship. Points out the importance of facing the symptoms of alcoholism honestly. A dramatization told from the wife's point of view.

F–13 **Ninety-Nine (99) Bottles of Beer** (See also: F–2, F–13, F–31, S–3)

23-minutes, Color, Sr. High, Adults.

This film relates actual experiences and feelings of young people as they relate to alcohol. As a result of seeing kids who have become alcoholic, an understanding is gained as to how they feel and what they went through. "Ninety-Nine Bottles of Beer" points out the underlying psychological basis for involvement with alcohol and drugs in a way that young people can understand. Caution: The characters depicted are teenage alcoholics. Some audiences have interpreted the use of the film as a "scare tactic". We recommend using it only if you plan to show other films about teenage drinking.

F–16 **The Alcoholism Film**:

23-minutes, Color, High School to Adult.

A documentary look at factors which characterize the alcoholic in today's society. A fifteen-point check list permits the individual viewer to determine whether or not he or she is a potential or actual problem drinker. Alcoholism is presented within the spectrum of disease which can be diagnosed and treated for cure. The alcoholic is not restricted to any race, creed, color, sex, or socio-economic bracket. For the one out of ten who needs help, the first step is to recognize and admit that a problem exists. With Rod Serling as spokesman. A good introductory film on alcoholism.

F–18 **Thinking About Drinking**: (See also: F–4, F–24, S–4)

14-minutes, Color, Jr. High, and Elementary.

A very good introductory film. This film suggests to its viewers that there are many ways of obtaining information and that the source should always be evaluated. It suggests that drinking is an accepted practice among people today, and then proceeds to present information concerning alcohol, its history as a beverage and its use in industry. It discusses the different kinds of alcoholic beverages and the effect they have on the body, brain, and actions of different people.

F–20 **Trigger Films**: (See also: F–9)

12-minutes, Color, Jr. High, Sr. High, Adult.

Six films present the viewer with realistic situations, he can identify with and react to on an emotional level. The fillms do not convey information; there is no message, and many different resolutions are possible. Each is intended to be shown separately. The 6 segments total 12 minutes.

F–21 **Under The Influence**: (See also: F–8, S–2)

27-minutes, Color, Jr. High to Adult.

"Under The Influence" is a documentary film about a controlled scientific study of 30 persons driving at blood alcohol concentrations of .10 percent. Initially 100 persons volunteered for this study. The 30 persons chosen were selected for their high tolerance of alcohol. The film was produced in Long Beach, California, at the Los Angeles Police Department Driving School under the auspices of the L.A. County Alcohol Safety Action Project. The film reveals that all persons, including a municipal court judge, were impaired from 17% to over 50% and each driver was indeed under the influence. Interviews with the drivers in the study keep the film lively.

F–22 **You Pack Your Own Chute**: (See also: F–3)

30-minutes. Color, Sr. High to Adult.

To emphasize and dramatize that our own unrealistic fears and faulty assumptions are our greatest barriers to success, Eden Ryl - a non-swimmer - parachuted into the Pacific Ocean. "You Pack Your Own Chute" records the event and provides a vital message. Your **chute** is made up of feeling - thinking bahavior. And your behavior molds your life. Behavior is the result of your assumptions - - i.e., what you believe to be true when you behave as you do. When your assumptions are faulty, the way you behave may be inappropriate for the occasion. So when your behavior is getting unexpected or undesirable results, check to see if your assumptions are faulty. Many parallels to alcoholism have occurred to audiences viewing this film.

F–23 **The Long Road Home**: (See also: F–10)

20-minutes, Color, Sr. High to Adult.

This is one of the few alcoholism films relevant to the Black community. The film was produced in rural South Carolina and traces the progression of alcoholism in a young Black man named Willie. The effects of Willie's drinking on his wife, his three children, his friends, and himself is vividly portrayed. Willie and his family finally get help at an Alcoholism Center. The film ends optimistically as Willie is shown sober, working, making friends, and developing a happier relationship with his wife and family.

This film is especially relevant to Blacks in Alcoholism treatment programs. It is not "romanticized"; it is believable and real. As a community education film it could be used if a discussion leader who knows alcoholism is available before and after the film.

F–24 **Joey and Me**: (See also: F–4, F–18, F–24, S–4)

10-minutes, Color, Elementary students to Jr. High.

A seventh grade boy's memories about his pal and self-appointed big brother provide unexpectedly potent comment on drinking, smoking, and drug abuse as a beginning help in decision making for young viewers. A great discussion starter. An animated film with an interesting story line.

F–25 **All Bottle Up**: (See also: F–10, F–23, F–27, F–31)

11-minutes, Color, Jr. High and Up.

Modern animation and an original music track highlight the reflections of young adults on their parents' alcoholism. The film includes information about the effect of a parents' drinking on children, helpful hints for children of alcoholics, and a common sense explanation of alcoholism. This excellent film was produced with the help of Al-Anon and Alateen members from groups in California. The clever animation is well done and adds to the impact of the film. **All Bottled Up** is a good film to use when discussing alcoholism and the family.

F–27 **The First Step**: (See also: F–10, F–23, F–25, F–31)

28-minutes, Color, High School and Adult.

The film is drama of an alcoholic family. It emphasizes the need for family members to get outside help for **themselves**. Alcoholism is portrayed as a family illness. The main character is the 17 year old son of the alcoholic father. This is an excellent film to raise awareness about the needs of young people who are living with alcoholic parents. Could also be used as a teacher in-service film.

F–30 **Alcohol: Crisis for the Unborn.**

15-minutes, Color, High School and Adult.

The film presents current information about the fetal alcohol syndrome (FAS). The syndrome is a pattern of physical and mental birth defects associated with mothers' consumption of alcoholic beverages during pregnancy. The film features interviews with researchers, a conversation with the parents of a child afflicted with FAS, and a filmed record of an FAS toddler undergoing problem-solving and motor-coordination tests. This film is especially recommended for young women at the high school level. It is appropriate for biology, family life education, general science and other classes. Women's groups in your community could benefit as well.

S–3 **Teenage Drinking.**

Color filmstrip, Jr. and Sr. High School.
Part I - 12 minutes, "The Alcohol Abuser"
Part II - 12 minutes, "The Alcoholic Person"

This program is designed to develop student awareness of the problems of alcohol abuse. The fimstrips present the social significance of alcohol abuse as well as the personal effects of alcoholism in the form of interviews with psychologists, sociologists, educators, and recovering teenage alcoholics. The two filmstrips are: Part I - The Alcohol Abuser and Part II - The Alcoholic Person. Part I is more useful in that it deals with teenage drinking while Part II is about Teenage Alcoholism. Students have responded more favorably to Part I.

S–4 **Children and Alcohol.**

10-minutes, Color filmstrip, Upper Elementary Grades.

This is appropriate for use with elementary school children. Using animated footage, the filmstrip relates, The history of alcohol use, attitudes toward the alcoholic, effects of alcohol, and why people drink.

NEW FILMS

F–31 **Soft is the Heart of a Child**

28 minutes, Color, High School, Adults

Alcoholism is an illness that effects all members of the family. This film shows the effects of alcoholism on three young children whose father is alcoholic. It is a senitive and powerful statement on behalf of the estimated 28 million children in the U.S. who are living with alcoholic parents.

F–36 **Teenage Turn-on: Alcohol and Drugs**

37 minutes, Color, High School, Adults

"Turn-on" is a CBS documentary on the problem of alcohol and other drug dependency among teenagers. Footage from a treatment center, a halfway house, and several schools in different parts of the country are artfully combined into a powerful documentary guaranteed to provoke some thoughtful discussion.

F–37 **Joshua in a Box**

5 minutes, Color, All ages

What are the limitations in our lives? Which ones are imposed on us? Which are self-imposed? Joshua raises these questions when he finds himself in a box. His problem-solving approaches are all too familiar to anyone who has found themselves harmfully involved with alcohol or other drugs. Great discussion starter.

ALCOHOL EDUCATION EVALUATION FORM

- Teacher's Copy -

Instructions: This evaluation form is designed to tell us how useful the handbook is as a teaching tool and to assess the impact of the classroom activities on the knowledge, attitudes, and behavior of the students. Be sure to have the students complete their evaluation form. Please forward your completed teacher's copy to:

Educational Concultants
Regional Council on Alcoholism
3101 Euclid Avenue - suite 707
Cleveland, Ohio 44115

1. What is the grade level of students with whom you conducted this unit?

_____ K - 1 _____ 2 - 3 _____ 4 - 6 _____ 7 - 9 _____ 10 - 12

2. Have your students ever had any classroom alcohol education?

_____ None have _____ Some have _____ All have _____ Not sure

3. Have you ever conducted any classroom alcohol education prior to trying the ideas in this handbook?

_____ Yes _____ No

4. What subject(s) do you teach? ______________________________

5. List the title and page reference of the activity(s) you selected for classroom use.

PAGE	TITLE
_____	______________________________
_____	______________________________
_____	______________________________
_____	______________________________

(*) Star the one you thought was most successful.

6. Consider the activity you starred in question number 5. What was responsible for its success? (Check all that apply):

_____ Used Audio-visual aids.

_____ The guest speaker was good.

_____ Provided opportunity for students to hear what other students knew, felt, and did about drinking-related decisions.

_____ Other (Specify):

_____ Created opportunities for involvement of less verbal students.

_____ The student had never done anything like this before.

_____ Students ran their own learning experience; the focus was on their beliefs and decisions, not mine.

_____ Don't know.

ALCOHOL EDUCATION EVALUATION FORM
(continued)

7. What inpact do you think the activities and class discussion had on the students? (Check all that apply)

_____ Can identify factors that contribute to alcohol abuse and alcoholism.

_____ Can differentiate between low-risk and high-risk drinking.

_____ Are motivated to learn more about alcohol.

_____ Are more tolerant of the decisions of others.

_____ Are more aware of the role feelings play in their lives.

_____ Can show empathy with victims of alcoholism, their families, and friends.

_____ Are able to demonstrate ways of coping with a drinking situation.

_____ Will be more conscious and deliberate about their drinking-related behavior.

_____ Other; (specify).

8. Were the instructions for each learning activity easy to understand?

_____ Yes _____ No Comments:

9. Check the three items that you found most helpful in the handbook.

_____ a. Myths and Facts About Alcohol Education.

_____ b. What Would You Do If?

_____ c. Goals of Alcohol Education.

_____ d. Beliefs We Wish Everyone Held.

_____ e. The Way We Wish We Were.

_____ f. Ground Rules.

_____ g. Objectives (for each grade level).

_____ h. Special Subject Supplement.

_____ i. Student Reading List.

_____ j. Classroom Materials.

_____ k. Reference Materials.

10. Do you have any ideas about any section(s) that would be worth adding to the handbook?

_____ Yes (specify below) _____ No.

____

11. Do you think the format, headings, etc., of the handbook make it convenient to use?

_____ Yes _____ No; Comments:

ALCOHOL EDUCATION EVALUATION FORM

(continued)

12. Would you recommend this handbook to a colleague of yours?

_____ Yes   _____ No   Why? or Why not?

13. If you were to make one change in the handbook, what would it be?

TO THE TEACHER

The evaluation form on the following page should be completed by your students in a confidential manner. Ideally, they should complete it twice. Once before the classroom activities and once afterwards.

- Thank You -

ALCOHOL EDUCATION EVALUATION FORM

- Student's Copy -
(Junior and Senior High School)

Instructions:
Kindly answer the questions below as honestly as possible. DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

1. _____ Age 2. Sex: _____ Male _____ Female

3. Grade: _______ .

4. Have you attended a class where drinking was discussed before this one? _____ Yes _____ No.

5. Do you think the class(es) you have just completed was:

☐ Very Worthwhile ☐ Somewhat Whorthwhile ☐ Neutral ☐ Not very Worthwhile ☐ Not at all Worthwhile

6. Do you think the class(es) helped or will help you make drinking-related decisions with more confidence?

_____ Yes _____ No _____ Undecided. Why?

7. Do you want to have more class(es) like this? _____ Yes _____ No _____ Undecided.

8. Do you know someone who drinks too much? _____ Yes _____ No.

9. How did the class(es) affect your knowledge about alcohol?

☐ Increased it very much ☐ Increased it slightly ☐ Didn't affect it ☐ Confused me

10. Did the program help you to become aware of your feeling, attitudes, and values about different ways of using alcohol? _____ Yes _____ No _____ Undecided.

Comments:

11. Do you think the class(es) positively affected the way you will use or not use alcohol and the way you will act toward others?

☐ Very much ☐ Much ☐ Some ☐ No effect

12. Do you know more about the difference between low-risk drinking and high-risk drinking?

_____ Yes _____ No _____ Undecided. Comments:

ALCOHOL EDUCATION EVALUATION FORM

- Student's Copy -
(Elementary School)

DO NOT WRITE YOUR NAME ON THIS PAPER

Directions: Read each sentence and mark an "X" next to your answer.

1. I am in grade ____ 3 ____ 4 ____ 5 ____ 6.
2. I think the alcohol classes were ____ great ____ good ____ fair ____ poor.
3. I learned something new. ____ Yes ____ No ____ I'm not sure.
4. Do you want to have more classes like this? ____ Yes ____ No ____ I'm not sure.
5. Do you know someone who drinks too much? ____ Yes ____ No.
6. I know more about my feelings now. ____ Yes ____ No ____ I'm not sure.
7. Drinking does not **always** get people in trouble. ____ Yes ____ No ____ I'm not sure.
8. I want to talk more about: